

Mansfield Board of Education Meeting

October 11, 2012

Council Chambers 7:30 p.m.

Board Members: Mark LaPlaca, Chair; Shamim Patwa, Vice-Chair; Martha Kelly, Secretary, April Holinko, Holly Matthews, Katherine Paulhus, Jay Rueckl, Carrie Silver-Bernstein, Randy Walikonis

Agenda

- 7:30 Call to Order
7:35 Hearing for Visitors
7:45 Communications
7:50 Additions to the Present Agenda

Reports:

- 7:55 Committee Reports
8:05 Report of the Superintendent
- Education Cost Sharing (ECS) (P. 1)
 - 2013-2014 Budget Calendar (P. 43)
 - Education Foundations (p. 45)
 - Library Media Services and Connections to Common Core State Standards (CCSS)
 - Common Core State Standards (CCSS) September Staff Training (P. 51)
 - Food Services Grant (M) (P. 65)
 - Draft 2013 Board of Education Meetings (P. 87)
 - 2011-2012 Group Testing Report (P. 89)
 - Board Goals and Objectives: Sample Strategies and Sample Evidence (P. 93)
 - Professional Improvement (M) (P. 101)
 - Enhancing Student Achievement
 - Class Size/Enrollment

NEW BUSINESS: (If needed, items from the "Consent Agenda" may be added at this time.)

CONSENT AGENDA: (M) (P. 103)

The following items for the Board of Education October 11, 2012 meeting be approved or received for the record, unless removed by a Board member or the Superintendent of Schools.

That the Mansfield Public Schools Board of Education approves the minutes of the September 13, 2012 Board meeting.

- 9:30* Hearing for Visitors
9:45 Suggestions for Future Agenda
Executive Session (M) to discuss contract negotiations
Possible action on UPSEU contract.
Adjournment

* Estimate

Mansfield Public Schools

Board of Education Goals – 2012-2013 DRAFT

- I) Help every student to be a confident and successful learner.
 - a) Engage and motivate every student.
 - b) Improve, as appropriate, the mathematics, reading, science, and writing skills of every student.
 - c) Ensure student safety, health, physical, and emotional well-being.
 - d) Preserve and support the full breadth of the District's program.
 - e) Encourage the civic engagement of students.
 - f) Maintain a systematic review of all program offerings.
 - g) Involve and engage a wide variety of parents/guardians in the education of their children.
 - h) Obtain and maintain National Association for the Education of Young Children (NAEYC) accreditation, as well as review, evaluate, and implement an expanded preschool program to address the needs of early learners.
 - i) Address the need to align our current Language Arts/ Reading and Mathematics curriculum with the Common Core State Standards (CCSS).
 - j) Select an anthology which addresses the CCSS and provides a strong pk-6 Language Arts/Reading foundation.
 - k) Integrate current technology in a value added way to the instructional program as well as use it to extend student learning of both subject matter and appropriate use of technology.
 - l) Explore and develop additional support services for those students in need of community and/or health services.
 - m) Review recommendations from all sources and implement best practices as appropriate.

- II) Attract, hire, support, and retain qualified and motivated professional staff.
 - a) Facilitate and encourage a positive, professional learning community.
 - b) Recognize teacher and staff effort and success regularly.
 - c) Foster a climate of respect at all levels.
 - d) Maintain quality educational programs at multiple sites while adjusting staff levels and resources despite increase and/or decrease in overall enrollment.
 - e) Address school/district leadership issues to maintain and surpass current levels of student achievement.
 - f) Integrate current technology in a value added way to the instructional program as well as use it to extend student learning of both subject matter and appropriate use of technology.
 - g) Develop with input and collaboration from certified staff, an effective evaluation program which supports the development of confident student learners and encourages the continued growth of all staff.
 - h) Refine our current professional development program to maximize the growth of certified and non-certified staff while addressing state and federal requirements for required training while maximizing student instructional time.
 - i) Review recommendations from all sources and implement best practices as appropriate.

- III) Continue to improve the effectiveness of the Board of Education.
 - a) Invest time and effort in Board members' learning and development.
 - b) Celebrate and acknowledge student achievements at Board meetings and other venues.
 - c) Foster and encourage communication between the Board and the communities it serves.
 - d) Collaborate with community members and organizations that support the District's students.
 - e) Review recommendations from all sources and implement best practices as appropriate.
 - f) Address the need to align our current Language Arts/ Reading and Mathematics curriculum with the Common Core State Standards (CCSS).

- IV) Monitor and regularly assess the District's status and requirements with respect to the quality of facilities, sufficiency of space, level of security, adequacy of maintenance, and reliability of student transportation.
 - a) Stay involved in all aspects of any School Building Project decisions.
 - b) Keep the public informed and involved.
 - c) Reduce energy consumption and minimize the District's environmental impact.
 - d) Pursue practices and develop policies that reduce energy consumption and district costs.
 - e) Incorporate curricula that investigate energy use and environmental issues.
 - f) Implement a long term plan endorsed by Mansfield Town Council and supported by voters to address pk-8 building needs.

- V) Employ Fiscal Planning for Long Term Sustainability
 - a) Transition from a budget which used a series of federal/state funds to support district staff to a predictable and sustainable funding source.
 - b) Advocate for continued Education Cost Sharing which supports current programming and develop a plan to address any change to current funding level.
 - c) Continue to explore potential partnerships with other groups to maximize program effectiveness while containing costs.

Robert's Rules of Order General Guidelines

As outlined in the MBOE By-Laws, Robert's Rules of Order shall govern the proceedings of the Board unless otherwise provided by the by-laws. Following are some general guidelines from Robert's Rules and the By-Laws that should be followed to ensure efficient meetings and the rights of all members, aid decision-making and allow all to be heard.

1. During any discussion, a member must be recognized by the Chair before speaking.
2. A member will not be allowed to speak a second time until all other members wishing to speak have been allowed to do so.
3. Members should refrain from speaking a second time unless they have a new point to make or need to respond to new information.
4. As a general rule during discussion, comments should be directed through the Chair to the whole Board, rather than to other or individual members. All discussion is with the Board as a whole. Questions of the Superintendent or other non-BOE members making presentations should be directed to that individual.
5. Private conversations can be distracting to those speaking and should be limited.
6. During discussion, the Chair should try to provide equal time to those in favor or against a given topic or motion.
7. A majority is more than half of the votes cast, not a majority of the Board. For example: if only 7 members choose to vote, and the result is 4-3 in favor, the motion is adopted. Members who abstain are "refraining from voting".
8. If discussion on a *motion* is lasting a long time, any member can "move the previous question" or "call the question". They must be recognized by the Chair in order to do so. This is not debatable, and a two-thirds vote is required to pass. If two-thirds vote in favor of ending debate, the Board ends all discussion on a motion and then moves to an immediate vote on that motion.
9. Committee reports that recommend action should be submitted in writing. This allows for clear understanding of recommendations.

Sections 59-61: ECS Grants (*Effective July 1, 2012*)

- The Public Act increases FY 13 ECS grants to 136 towns by various amounts listed in the Public Act itself. The grant increases for FY 13 total \$ 50 million in the aggregate. The bill makes no changes in the ECS formula, although it imposes conditions for alliance districts to receive their grant increases.
- The Public Act also requires the state to add each state or local charter school's state grant amounts for FY 13 to the ECS grants paid to towns where the schools are located. It requires each town to pay the amount designated by the education commissioner to the fiscal authority for the charter school.

Section 62: Minimum Budget Requirement (*Effective July 1, 2012*)

- Each town's MBR for the upcoming year is the amount they budgeted for education in FY 12
- Current law allows a qualifying town to reduce its MBR for FY 12 and FY 13 if (1) its school district enrollment falls compared to the prior year, by up to \$3,000 times the drop in enrollment or (2) it has no high school and is paying tuition for fewer students to attend high school in another district compared to the prior year, by the per-student tuition rate times the drop in enrollment. Previously, both of these reductions were limited to 0.5% of the district's budgeted appropriation for education for the prior fiscal year.
 - o This Public Act:
 1. For both FY 12 and FY 13, allows a district with no high school and that is paying for fewer students to attend high school outside the district to reduce its budgeted appropriation for education by the full amount of its lowered tuition payments;
 2. Allows a town to reduce its MBR for FY 13 by up to 0.5% of its FY 12 budgeted appropriation for education to reflect half of any new savings from (a) a regional collaboration or cooperative arrangement with one or more other districts or (b) increased efficiencies within its school district, as long as the savings can be documented and the education commissioner approves; and
 3. Permits a district to use only one of the allowable MBR reduction options.

ECS:

Senate Bill No. 458

Public Act No. 12-116 134 of 191

2012-2013

Mansfield 10,070,677 [10,070,677] 10,156,014

MBR:

Senate Bill No. 458

Public Act No. 12-116 145 of 191

(2) Except as otherwise provided under the provisions of subdivisions (3) and (4) of this subsection, for the fiscal year ending June 30, 2013, the budgeted appropriation for education shall be not less than the budgeted appropriation for education for the fiscal year ending June 30, 2012, except that a town may reduce its budgeted appropriation for education for the fiscal year ending June 30, 2013, by one of the following: (A) [for the fiscal year ending June 30, 2013.

Any district with a number of resident students for the school year commencing July 1, 2012, that is lower than such district's number of resident students for the school year commencing July 1, 2011, may reduce such district's budgeted appropriation for education by the difference in number of resident students for such school years multiplied by three thousand, provided such reduction shall not exceed one-half of one per cent of the district's budgeted appropriation for education for the fiscal year ending June 30, 2012, [and (B) for the fiscal year ending June 30, 2013,] (B) any district that (i) does not maintain a high school and pays tuition to another school district pursuant to section 10-33 for resident students to attend high school in another district, and (ii) the number of resident students attending high school for such district for the school year commencing July 1, 2012, is lower than such district's number of resident students attending high school for the school year commencing July 1, 2011, may reduce such district's budgeted appropriation for education by the difference in number of resident students attending high school for such school years multiplied by the tuition paid per student pursuant to section 10-33, [provided such reduction shall not exceed one-half of one per cent of the district's budgeted appropriation for education for the fiscal year ending June 30, 2012] or (C) any district that realizes new and documentable savings through increased intradistrict efficiencies approved by the Commissioner of Education or through regional collaboration or cooperative arrangements pursuant to section 10-158a may reduce such district's budgeted appropriation for education in an amount equal to half of the savings experienced as a

Senate Bill No. 458

Public Act No. 12-116 146 of 191

result of such intradistrict efficiencies, regional collaboration or cooperative arrangement, provided such reduction shall not exceed one-half of one per cent of the district's budgeted appropriation for education for the fiscal year ending June 30, 2012.

**Connecticut State Department of Education
Division of Finance and Internal Operations**

**Education Cost Sharing (ECS)
Grant Program**



2008-09

January 2009

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Section One

Introduction



Introduction

The Education Cost Sharing (ECS) grant has been in existence since 1989-90. It continues to be Connecticut's primary education equalization aid program. With funding set at \$1.89 billion in 2008-09, ECS will account for well over 50 percent of the total state contribution to public elementary and secondary education.

This guide sets out to provide a fairly detailed explanation of the various formula factors. There is a calculation model and a table of 2008-09 ECS data elements, making it possible to compute any town's ECS fully funded aid or grant. There are two additional tables that list each town's 2008-09 ECS grant and each town's grant per resident student. (These tables do not take into account grant adjustments that may be necessary due to the recalculation of the prior year's grant as a result of audited data changes.)

There were significant changes to the ECS formula beginning in 2007-08:

- The Foundation was increased from \$5,891 to \$9,687.
- The Minimum Aid Ratio was increased from 6 percent to 9 percent.
- The State Guaranteed Wealth Level was increased from 1.55 to 1.75 times the median town wealth.
- All towns guaranteed at least a 4.4 percent increase over their previous year entitlement.
- The cap limiting grant increases was eliminated.
- Definition of Need Students was changed from 25 percent Aid to Dependent Children + 25 percent for remedial performance + 10 percent for Limited English Proficiency (LEP) to 33 percent Title I poverty + 15 percent LEP.

For 2008-09, the only significant change to the formula is that students that attend a full time magnet school are reduced by 25 percent in determining need students.

Questions about this material may be referred to Kevin Chambers at kevin.chambers@ct.gov or (860) 713-6455.

Section Two

ECS Fully Funded Grant Factors



Town Student Need Counts

The current definition of ECS Need Students utilizes three different measures:

Resident Students are those regular education and special education pupils enrolled at the expense of the town on October 1 of each school year. Extra weighting is added for an extended school year due to operating in excess of 180 days and/or providing tuition-free summer school. Resident students are credited to the town fiscally responsible for the students' education. Although not specifically defined in statute, "enrolled at the expense of" is taken to mean that the town can document some level of fiscal support for a student's education even though funding from other sources may provide for most of a particular student's costs. Sending and receiving districts each receive half-credit for each student participating in the Open Choice interdistrict attendance program. Students sent out of district on a tuition basis remain in the sending town's count. The resident student count from the school year prior to the year in which the grant is to be paid is used (one-year-old data). Resident students account for over 90 percent of the weighted need count in most communities. Public school children enrolled in the School Readiness program funded by the state grant pursuant to Section 10-16p of the Connecticut General Statutes cannot be counted for ECS purposes.

Poverty Students: Because of the relationship between concentrations of poverty and educational needs, the resident student count for each town is supplemented by weighting for poverty. Beginning with the 2007-08 ECS grant, each town's Title I poverty weighted at 33 percent is used as the index of poverty within a community. Prior to this year, the 1996-97 Temporary Family Assistance (TFA) counts weighted at 25 percent were used as the poverty proxy.

Limited English Proficient (LEP) Students: State law requires that where there are at least 20 LEP students of the same language in a school, districts must establish comprehensive bilingual programs for these students. The state provides some funding for these programs through its bilingual grant. The LEP students served under the bilingual grant program represent about two-thirds of the total LEP student population. The remaining third, not funded under the bilingual grant, are included in the ECS need student count at 15 percent weighting. Two-year-old data is used. Starting with the 2007-08 ECS grant, the applicable LEP students are weighted at 15 percent, where previously they had been weighted at 10 percent.

Magnet Students: Magnet students have always been included in the sending districts resident student count. For the 2008-09 ECS grant 25 percent of those students will no longer be counted in determining need students.

Summary of Need Students

In summary, each town's total need student count is based on resident students adjusted for poverty (Title I), LEP and magnet students:

$$\text{Need Students} = \text{Resident Students} + .33 \times \text{Poverty Count} + .15 \times \text{LEP Count} - .25 \times \text{Magnet Students}$$

Town Wealth

Town wealth is determined based on a town's property tax base and the income of its residents. The property tax base is measured per student and per person. Income is measured on a per capita and a median household basis. These factors are then averaged and combined as shown below. The property tax base is the value of taxable real and personal property (net grand list) at 100 percent fair market value and is called the Equalized Net Grand List (ENGL). ECS uses a three-year average of ENGL. The use of an average helps to stabilize town wealth, especially for those towns experiencing significant increases or decreases in a given year, particularly during a year of revaluation. Property tax base is used because it is the form of wealth taxed by Connecticut towns. The definition of wealth also uses income, because the income from which taxes are paid has an important affect on town taxing capacity.

ENGL = Equalized Net Grand List (three-year average) (CT Office of Policy and Management)

PCI = Per Capita Income (U.S. Bureau of the Census)

HPCI = Highest Town PCI

MHI = Median Household Income (U.S. Bureau of the Census)

HMHI = Highest Town MHI

POP = Total Population (U.S. Bureau of the Census)

Need = Need Students (CT Department of Education)

$$\text{Income Adjuster} = \frac{\frac{\text{PCI}}{\text{HPCI}} + \frac{\text{MHI}}{\text{HMHI}}}{2}$$

$$\text{Town Wealth} = \frac{\frac{\text{ENGL}}{\text{Need}} + \frac{\text{ENGL}}{\text{POP}}}{2} \times \text{Income Adjuster}$$



Town Base Aid Ratio

The ECS formula was designed to allow towns to tax themselves at the same equalized rate to raise their relative shares of the foundation. The state makes up the difference up to the State Guaranteed Wealth Level (SGWL). In determining the state's share of the foundation for each need student, each town's wealth is compared to the SGWL. The higher the SGWL, the higher the overall state share. The original 1988 ECS legislation set the SGWL to twice the median wealth, whereby the median town would receive from the state exactly one-half of the foundation. The SGWL was reduced to 1.835 times the median in 1989-90, to 1.6551 in 1990-91, and further reduced to 1.5361 in 1991-92. In 1995-96, it was raised to 1.55, and was raised again to 1.75 in 2007-08. The state aid percentage or base aid ratio is inversely related to a town's wealth. For most towns, their base aid ratio cannot be less than 9 percent. If a town's Title I Poverty to 5-17 population rank is less than 21, then their base aid ratio cannot be less than 13 percent.

$$\text{Base Aid Ratio} = \text{Greater of } .09 \text{ or } 1 - \left(\frac{\text{Town Wealth}}{\text{SGWL}} \right)$$



Foundation

The foundation is a per weighted student amount. The foundation began a four-year phase-in at \$3,918 in 1989-90 and increased 7 percent annually, reaching \$4,800 in 1992-93. Under the original legislation, starting in 1993-94 and for each year thereafter, the foundation was to be a function of the regular education expenditures per need student of the town where the 80th percentile student resided when all towns were ranked on expenditures per pupil from three years prior. The intent was to help further reduce spending disparities between the wealthiest and poorest districts. However, the legislature froze the foundation at \$4,800 through 1994-95. In 1995-96, the foundation was raised to \$5,711, primarily to accommodate the consolidation of special education into the ECS funding formula. The foundation was raised in 1998-99 to \$5,775, to \$5,891 in 1999-2000, and to \$9,687 beginning in 2007-08.



Regional Bonus

Towns that are members of K-12 regional districts are entitled to a sum of \$100 per student enrolled. Towns that are members of secondary regional districts receive \$100 per student attending the region times the number of regional grades divided by thirteen. Elementary districts who tuition their secondary students to designated high schools are not eligible for the bonus. In Connecticut, there are currently two different secondary regional configurations: 7 - 12 and 9 - 12. The members of 7 - 12 regions receive \$46.15 per student, while 9 - 12 member towns receive \$30.77 per student.

Section Three

Fully Funded Grant and Phase-In Entitlement

Fully Funded Grant

The fully funded grant is comprised of two parts: base formula aid and the regional bonus. The fully funded grant represents the basic aid that a town is entitled to under the equalization formula irrespective of the phase-in of the entitlement or statutory minimum grants.

$$\text{Base Formula Aid} = \frac{\text{Need}}{\text{Students}} \times \frac{\text{Base}}{\text{Aid Ratio}} \times \text{Foundation}$$

$$\text{Regional Bonus} = \frac{\text{Regional}}{\text{Enrollment}} \times \$100 \times \frac{\text{Number of}}{\text{Regional Grades} / 13}$$

$$\text{Fully Funded Grant} = \text{Base Formula Aid} + \text{Regional Bonus}$$

Phase-In Entitlement

The ECS entitlement is being phased in over a number of years. To date, the length of the phase-in has not been defined in statute. In addition, all towns are guaranteed a minimum entitlement of at least a 4.4 percent increase over their previous year's entitlement. For 2008-09, the effective phase-in percentage, after adjusting for those towns receiving their minimum 4.4 percent increase, was 15.7111 percent.

$$\text{Minimum Entitlement} = \frac{2007-08}{\text{Entitlement}} + \left(\frac{2007-08}{\text{Entitlement}} \times 4.4 \text{ percent} \right)$$

$$\text{Phase-In Amount} = \text{Greater of 0 or } \left(\frac{\text{Fully Funded Grant} - \text{2006-07 Entitlement}}{\text{2006-07 Entitlement}} \right) \times .157111$$

$$\text{Phase-In Entitlement} = \frac{2006-07}{\text{Entitlement}} + \frac{\text{Phase-In Amount}}{\text{Entitlement}}$$

Section Four**ECS Entitlement**
ECS Entitlement

For 2008-09, the ECS entitlement is equal to the greater of the minimum entitlement (4.4 percent increase) or the 2008-09 phase-in entitlement.

ECS Entitlement = Greater of Phase-In Entitlement or Minimum Entitlement

On the following pages you will find a 2008-09 ECS calculation worksheet, the accompanying data elements for the 169 towns, town-by-town ECS entitlements, and entitlements per resident student.

Section Five

2008-09 ECS Calculation Worksheet and Data Elements

Page 1 of 2

2008-09 Education Cost Sharing (ECS) Grant Calculation Worksheet

SECTION ONE: TOWN DATA

1. Resident Students - October 2007	_____
2. Students Attending Magnet Schools – October 2007	_____
3. Title I Poverty – 2005	_____
4. Limited English Proficient (LEP) Students - October 2006	_____
5. ECS Equalized Net Grand List - 2003/04/05	_____
6. Total Population – 2005	_____
7. Per Capita Income (PCI) – 1999	_____
8.. Highest Town Per Capita Income - 1999	<u>\$82,049</u>
9. Median Household Income (MHI) – 1999	_____
10. Highest Town Median Household Income – 1999	<u>\$146,755</u>
11. State Guaranteed Wealth Level (Median Town Wealth (\$189,441.35) x 1.75)	<u>\$331,522</u>
12. Foundation	<u>\$9,687</u>
13. Number of Students Sent to Regional School District - October 2007	_____
14. Number of Grades in Regional School District - October 2007	_____
15. Minimum Percentage Increase	<u>4.4%</u>
16. Adjusted Phase-In Percentage	<u>15.7111%</u>
17. Percent of Title I Poverty to 5 -17 Population Rank	_____
18. Base Aid Entitlement (2006-07 ECS Fixed Entitlement)	_____
19. 2007-08 ECS Fixed Entitlement	_____
20. 2007-08 ECS Grant Prior Year Adjustment	_____
21. 2007-08 ECS Special Education Prior Year Adjustments	_____

2008-09 Education Cost Sharing (ECS) Grant Calculation Worksheet

SECTION TWO: STUDENT COUNT

- 22. Poverty Need Weight : (Line 3 x .33) _____
- 23. LEP Need Weight : (Line 4 x .15) _____
- 24. Magnet Student Deduction : (Line 2 x .25) _____
- 25. Total Need Students: (Line 1 + Line 22 + Line 23 - Line 24) _____

SECTION THREE: ECS TOWN WEALTH

- 26. ECS Town Wealth:
(((Line 5 / Line 6) + (Line 5 / Line 25)) x ((Line 7 / Line 8) + (Line 9 / Line 10)) / 4) _____

SECTION FOUR: BASE AID RATIO

- 27. Preliminary Base Aid Ratio: (Greater of .09 or 1 - (Line 26 / Line 11)) _____
- 28. Percent of Title I Poverty to 5 -17 Population Rank (Line 17) _____
- 29. Base Aid Ratio: (If Line 28 is Less than 21 then (Greater of Line 27 or .13, or else Line 27)) _____

SECTION FIVE: FULLY FUNDED GRANT

- 30. Base Formula Aid: (Line 12 x Line 25 x Line 29) _____
- 31. Regional Member Bonus: (\$100 x Line 13 x (Line 14 / 13)) _____
- 32. Fully Funded Grant: (Line 30 + Line 31) _____

SECTION SIX: ECS ENTITLEMENT

- 33. 2007-08 ECS Fixed Entitlement: (Line 19) _____
- 34. 2008-09 Minimum ECS Entitlement: (Line 33 + (Line 33 x Line 15)) _____
- 35. 2008-09 Phase-In Amount:
(If Line 32 is Greater then Line 34 then ((Line 32 - Line 18) x Line 16) or else 0) _____
- 36. 2008-09 Phase-In Entitlement: (Line 18 + Line 33) _____
- 37. 2008-09 Total ECS Entitlement (Greater of Line 34 or Line 36) _____

SECTION SEVEN: ECS REVENUE

- 38. 2007-08 ECS Grant Prior Year Adjustment: (Line 20) _____
- 39. 2007-08 Special Education Prior Year Adjustments: (Line 21) _____
- 40. 2008-09 ECS Revenue: (Line 37 + Line 38 + Line 39) _____

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF FINANCE AND INTERNAL OPERATIONS

2008-09 EDUCATION COST SHARING (ECS) GRANT
DATA ELEMENT LIST
REPORT 1 OF 2
Highest Town PCI 1999 = \$82,049, Highest Town MHI 1999 = \$146,755

TOWN CODE	TOWN NAME	RESIDENT STUDENTS 10/2007	STUDENTS ATTENDING MAGNET SCHOOLS 10/2007	TITLE I POVERTY 2005	LIMITED ENGLISH PROFICIENT STUDENTS 10/2006	AVERAGE ENGL 2003/04/05	TOTAL POPULATION 2,005	PER CAPITA INCOME (PCI) 1,999	MEDIAN HOUSEHOLD INCOME (MHI) 1,999
1	Andover	628.25	8	17.14	0.17	377,586,483.67	3,209	30,273	67,452
2	Ansonia	2,870.43	175	534.00	77.00	1,603,000,645.67	18,744	20,504	43,026
3	Ashford	710.79	0	54.52	5.26	425,396,331.00	4,416	26,104	55,000
4	Avon	3,592.56	36	69.00	32.00	3,537,901,165.67	17,209	51,706	90,934
5	Barkhamsted	657.51	1	17.36	1.87	479,192,613.33	3,711	28,961	65,972
6	Beacon Falls	1,070.22	4	59.14	4.21	708,358,924.00	5,596	25,285	56,592
7	Berlin	3,310.28	9	136.00	80.00	2,970,437,898.33	19,590	27,744	68,068
8	Bethany	1,086.84	7	53.36	3.37	861,115,623.33	5,473	31,403	74,898
9	Bethel	3,156.07	1	165.00	118.00	3,082,037,514.33	18,760	28,927	68,891
10	Bethlehem	528.09	0	26.04	0.00	581,000,884.33	3,596	29,672	68,542
11	Bloomfield	2,671.16	456	300.00	4.00	2,668,571,964.00	20,581	26,843	53,812
12	Bolton	868.86	18	18.00	4.00	617,037,202.00	5,170	29,205	67,394
13	Bozrah	391.69	1	29.00	4.00	364,526,025.33	2,445	26,569	57,059
14	Branford	3,635.30	30	313.00	90.00	5,162,079,461.67	29,089	32,301	58,009
15	Bridgeport	21,941.43	285	5,997.00	680.00	9,865,086,268.00	139,008	16,306	34,658
16	Bridgewater	249.40	0	14.28	2.20	573,165,756.67	1,898	42,505	80,420
17	Bristol	9,036.94	16	1,075.00	210.00	5,920,786,762.00	61,353	23,362	47,422
18	Brookfield	2,989.20	43	98.00	32.00	3,574,302,332.33	16,354	37,063	82,706
19	Brooklyn	1,324.23	0	89.00	0.00	731,950,959.00	7,711	20,359	49,756
20	Burlington	1,873.86	3	49.79	11.91	1,202,310,981.33	9,097	36,173	82,711
21	Canaan	144.31	0	11.42	0.00	233,611,386.33	1,101	35,841	54,688
22	Canterbury	828.90	2	51.00	0.00	520,256,136.67	5,060	22,317	55,547
23	Canton	1,734.01	3	59.00	21.00	1,404,933,093.00	9,932	33,151	65,013
24	Chaplin	344.29	2	17.11	0.00	218,131,180.33	2,472	22,101	51,602
25	Cheshire	5,096.57	11	176.00	49.00	4,032,577,044.33	29,097	33,903	80,466
26	Chester	589.30	2	26.75	1.74	685,187,391.00	3,632	32,191	65,156
27	Clinton	2,116.99	12	131.00	34.00	2,279,198,848.00	13,612	26,080	60,471
28	Colchester	3,264.52	4	116.00	17.00	1,691,864,724.67	15,389	27,038	64,807
29	Colebrook	264.69	0	4.79	0.36	254,536,520.33	1,540	29,789	56,684
30	Columbia	855.20	0	43.00	1.00	721,320,412.00	5,336	29,446	70,208
31	Comwall	200.31	0	11.97	0.00	556,649,381.33	1,489	42,484	54,866
32	Coventry	2,078.41	14	73.00	0.00	1,248,143,014.00	12,190	27,143	64,680
33	Cromwell	1,981.89	12	84.00	51.00	1,782,703,009.00	13,594	29,786	60,662
34	Danbury	9,952.99	196	1,044.00	253.00	11,010,515,978.33	78,736	24,500	53,664
35	Darien	4,660.32	9	80.00	48.00	11,004,688,085.67	20,452	77,519	146,755
36	Deep River	687.53	0	43.43	13.40	763,941,117.00	4,714	32,604	51,677
37	Derby	1,549.85	75	274.00	69.00	1,317,347,789.00	12,536	23,117	46,670
38	Durham	1,428.42	15	28.86	3.96	1,044,026,011.67	7,266	29,306	77,639
39	Eastford	268.55	0	29.00	0.00	201,528,304.00	1,761	25,364	57,159
40	East Granby	917.60	5	36.00	13.00	757,753,721.67	5,058	30,805	68,696
41	East Haddam	1,463.37	16	57.00	5.00	1,293,804,950.00	8,808	28,112	62,304
42	East Hampton	2,083.20	0	93.00	6.00	1,461,249,226.67	12,194	22,769	66,326
43	East Hartford	8,067.29	833	1,398.00	194.00	4,448,822,177.33	49,173	21,763	41,424
44	East Haven	3,891.36	144	521.00	151.00	3,054,942,312.67	28,755	22,396	47,930
45	East Lyme	3,024.99	38	111.00	33.00	3,102,477,608.67	18,459	28,765	66,539
46	Easton	1,602.42	0	41.69	7.24	2,261,504,649.67	7,488	53,885	125,557
47	East Windsor	1,554.84	54	127.00	34.00	1,313,416,767.67	10,447	24,899	51,092
48	Ellington	2,628.11	6	81.00	29.00	1,579,890,673.00	14,217	27,766	62,405
49	Enfield	6,437.31	45	615.00	74.00	4,396,117,526.67	46,441	21,967	52,810
50	Essex	958.54	0	43.82	4.87	1,614,575,425.00	6,783	42,806	66,746
51	Fairfield	9,772.72	40	356.00	171.00	16,217,240,807.33	57,813	43,670	83,512
52	Farmington	4,176.89	32	171.00	69.00	4,812,875,430.00	24,941	39,102	67,073
53	Franklin	306.45	0	8.00	0.00	277,121,953.00	1,916	25,477	62,083
54	Glastonbury	7,015.72	223	196.00	117.00	5,540,629,449.33	33,089	40,820	80,660
55	Goshen	434.68	0	28.71	2.12	762,060,303.33	3,092	33,925	64,432
56	Granby	2,261.39	8	55.00	4.00	1,437,476,063.67	11,088	33,863	81,151
57	Greenwich	8,949.14	11	551.00	277.00	46,374,026,647.33	62,236	74,346	99,086
58	Griswold	1,928.54	0	151.00	7.00	1,121,623,874.67	11,254	21,196	50,156
59	Groton	5,320.07	100	467.00	63.00	6,020,589,121.33	41,366	23,995	46,154
60	Guilford	3,845.73	10	174.00	37.00	4,572,082,395.33	22,307	37,161	76,843
61	Haddam	1,387.55	1	43.55	0.00	1,174,342,579.67	7,635	30,519	78,571
62	Hamden	7,103.00	769	752.00	71.00	6,163,355,551.67	58,180	26,039	52,351
63	Hampton	246.46	0	10.56	0.00	195,650,970.67	2,034	25,344	54,464
64	Hartford	22,218.37	3,522	7,466.00	621.00	8,412,880,118.67	124,397	13,428	24,820
65	Hartland	338.06	0	20.00	1.00	263,756,211.00	2,082	26,473	64,674
66	Harwinton	949.38	1	25.21	6.09	766,366,989.67	5,571	32,137	66,222
67	Hebron	2,089.89	1	37.39	0.52	1,127,863,938.33	9,198	30,797	75,138
68	Kent	353.43	0	17.45	0.00	833,850,798.33	2,962	38,674	53,906
69	Killingly	2,612.92	1	307.00	42.00	1,783,026,304.00	17,386	19,779	41,087
70	Killingworth	1,161.32	0	36.45	0.00	1,080,794,884.00	6,403	31,929	80,805
71	Lebanon	1,346.52	0	59.00	2.00	822,756,448.00	7,334	25,764	61,173

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF FINANCE AND INTERNAL OPERATIONS

2008-09 EDUCATION COST SHARING (ECS) GRANT
DATA ELEMENT LIST
REPORT 1 OF 2
Highest Town PCI 1999 = \$82,049, Highest Town MHI 1999 = \$146,755

TOWN CODE	TOWN NAME	RESIDENT STUDENTS 10/2007	STUDENTS ATTENDING MAGNET SCHOOLS 10/2007	TITLE I POVERTY 2005	LIMITED ENGLISH PROFICIENT STUDENTS 10/2006	AVERAGE ENGL 2003/04/05	TOTAL POPULATION 2,005	PER CAPITA INCOME (PCI) 1,999	MEDIAN HOUSEHOLD INCOME (MHI) 1,999
72	Ledyard	2,747.32	33	110.00	26.00	1,648,589,453.00	15,172	24,953	62,647
73	Lisbon	815.37	8	38.00	0.00	552,588,434.00	4,234	22,476	55,149
74	Litchfield	1,247.80	0	45.00	0.00	1,505,601,323.67	8,684	30,096	58,418
75	Lyme	319.09	5	11.65	0.40	809,484,209.00	2,099	43,347	73,250
76	Madison	3,868.59	5	139.00	10.00	4,406,442,908.33	18,812	40,537	87,497
77	Manchester	7,429.71	397	1,115.00	178.00	5,886,640,132.00	55,572	25,989	49,426
78	Mansfield	1,964.25	2	103.89	46.41	1,313,676,398.67	12,764	18,094	48,888
79	Marlborough	1,166.30	2	29.47	1.30	814,377,771.67	6,267	35,605	80,265
80	Meriden	9,609.22	606	2,016.00	134.00	5,005,840,221.67	59,653	20,597	43,237
81	Middlebury	1,336.03	16	48.66	7.97	1,451,150,921.00	6,974	33,056	70,469
82	Middlefield	749.14	5	15.14	2.04	654,414,648.67	4,281	25,711	59,448
83	Middletown	5,197.99	162	595.00	128.00	5,095,430,274.67	47,438	25,720	47,162
84	Milford	7,437.00	61	584.00	189.00	9,909,390,391.33	54,802	28,882	61,183
85	Monroe	4,164.16	33	122.00	15.00	3,452,227,438.00	18,650	34,161	85,000
86	Montville	2,929.37	52	137.00	37.00	2,121,414,571.67	19,612	22,357	55,086
87	Morris	382.58	0	25.27	1.91	504,335,941.67	2,393	29,233	58,050
88	Naugatuck	5,120.92	139	702.00	232.00	2,827,554,317.67	31,864	22,757	51,247
89	New Britain	10,979.91	350	2,636.00	453.00	4,096,071,182.33	71,254	18,404	34,185
90	New Canaan	4,134.89	2	108.00	25.00	11,279,974,766.67	19,984	82,049	141,798
91	New Fairfield	3,005.60	16	117.00	6.00	2,672,988,083.00	14,261	34,928	84,375
92	New Hartford	1,138.79	3	21.77	1.48	920,083,205.33	6,746	30,429	69,321
93	New Haven	18,466.76	3,244	6,305.00	333.00	8,917,260,493.00	124,791	16,393	29,604
94	Newington	4,552.21	28	223.00	157.00	3,756,975,659.00	29,676	26,881	57,118
95	New London	3,367.81	594	819.00	81.00	2,301,625,146.00	26,174	18,437	33,809
96	New Milford	4,916.56	18	167.00	126.00	4,489,546,986.67	28,667	29,630	65,354
97	Newtown	5,747.07	30	144.00	3.00	5,339,668,660.67	26,996	37,786	90,193
98	Norfolk	265.07	0	10.07	0.29	371,901,224.00	1,676	34,020	58,906
99	North Branford	2,531.36	50	107.00	24.00	1,847,741,587.33	14,398	28,542	64,438
100	North Canaan	474.25	0	21.63	12.00	489,335,670.00	3,392	18,971	39,020
101	North Haven	3,901.10	44	158.00	59.00	3,956,542,810.00	23,908	29,919	65,703
102	North Stonington	815.41	5	52.00	3.00	829,930,296.67	5,218	25,815	57,887
103	Norwalk	10,679.07	239	1,290.00	286.00	15,038,128,330.67	84,437	31,781	59,839
104	Norwich	5,638.78	24	797.00	251.00	3,124,161,337.67	36,598	20,742	39,181
105	Old Lyme	1,241.25	10	45.35	1.60	2,225,084,952.67	7,488	41,386	68,386
106	Old Saybrook	1,623.57	0	88.00	49.00	3,117,243,257.33	10,512	30,720	62,742
107	Orange	2,537.52	15	97.24	14.21	3,075,230,900.67	13,970	36,471	79,365
108	Oxford	2,165.09	13	101.00	25.00	1,755,460,129.00	11,709	28,250	77,126
109	Plainfield	2,581.95	2	235.00	32.00	1,398,137,116.67	15,443	18,706	42,851
110	Plainville	2,598.35	9	178.00	100.00	2,025,511,931.33	17,382	23,257	48,136
111	Plymouth	2,033.65	125	100.00	18.00	1,105,976,703.33	12,183	23,244	53,750
112	Pomfret	779.38	1	23.00	3.00	489,402,828.00	4,142	26,029	57,938
113	Portland	1,448.10	5	92.00	1.00	1,135,117,866.00	9,543	28,229	63,285
114	Preston	779.54	10	35.00	10.00	576,952,805.00	4,867	24,752	54,942
115	Prospect	1,643.83	9	90.86	6.79	1,144,169,240.33	9,234	26,827	67,560
116	Putnam	1,300.00	2	236.00	35.00	866,910,968.33	9,288	20,597	43,010
117	Redding	1,807.89	15	52.31	3.76	2,729,158,161.33	8,646	50,687	104,137
118	Ridgefield	5,567.00	6	127.00	32.00	7,840,716,453.00	24,210	51,795	107,351
119	Rocky Hill	2,642.99	31	95.00	84.00	2,636,683,521.67	18,760	29,701	60,247
120	Roxbury	314.03	0	17.98	2.72	921,078,393.33	2,327	56,769	87,794
121	Salem	802.00	10	22.00	2.00	566,473,819.33	4,094	27,288	68,750
122	Salisbury	423.26	0	43.26	0.00	1,454,819,360.00	4,083	38,752	53,051
123	Scotland	265.40	2	10.33	0.00	161,368,632.33	1,699	22,573	56,848
124	Seymour	2,564.03	16	195.00	29.00	1,890,801,991.33	16,144	24,056	52,408
125	Sharon	326.16	0	27.26	2.00	897,731,935.33	3,052	45,418	53,000
126	Shelton	5,746.48	2	280.00	115.00	7,465,884,841.00	39,477	29,893	67,292
127	Sherman	642.11	0	24.00	6.00	1,048,368,458.33	4,129	39,070	76,202
128	Simsbury	4,968.39	46	147.00	63.00	3,675,051,975.00	23,656	39,710	82,996
129	Somers	1,707.18	2	42.00	7.00	1,103,828,760.33	10,877	23,952	65,273
130	Southbury	3,277.05	23	119.34	20.03	3,583,218,857.67	19,677	32,545	61,919
131	Southington	6,848.38	17	290.00	107.00	5,379,381,979.33	42,077	26,370	60,538
132	South Windsor	5,083.86	103	155.00	83.00	3,574,653,929.00	25,985	30,966	73,990
133	Sprague	459.73	4	35.00	8.00	310,020,372.00	2,992	20,796	43,125
134	Stafford	1,826.19	1	111.00	12.00	1,112,305,543.67	11,857	22,017	52,699
135	Stamford	14,920.96	347	1,699.00	521.00	32,622,274,934.33	120,045	34,987	60,556
136	Sterling	682.29	0	44.00	0.00	382,265,013.67	3,519	19,679	49,167
137	Stonington	2,566.50	19	137.00	16.00	4,169,262,387.67	18,336	29,653	52,437
138	Stratford	7,661.30	99	672.00	230.00	7,078,060,825.67	49,943	26,501	53,494
139	Suffield	2,488.09	1	94.00	2.00	1,733,707,977.67	14,704	28,171	66,698
140	Thomaston	1,369.67	89	80.00	0.00	898,722,677.33	7,938	24,799	54,297
141	Thompson	1,476.19	0	89.00	0.00	959,406,019.00	9,345	21,003	46,065
142	Tolland	3,203.88	15	51.00	19.00	1,718,701,624.67	14,571	29,892	77,398

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF FINANCE AND INTERNAL OPERATIONS

2008-09 EDUCATION COST SHARING (ECS) GRANT
DATA ELEMENT LIST
REPORT 1 OF 2

Highest Town PCI 1999 = \$82,049, Highest Town MHI 1999 = \$146,755

TOWN CODE	TOWN NAME	RESIDENT STUDENTS 10/2007	STUDENTS ATTENDING MAGNET SCHOOLS 10/2007	TITLE I POVERTY 2005	LIMITED ENGLISH PROFICIENT STUDENTS 10/2006	AVERAGE ENGL 2003/04/05	TOTAL POPULATION 2,005	PER CAPITA INCOME (PCI) 1,999	MEDIAN HOUSEHOLD INCOME (MHI) 1,999
143	Torrington	4,928.88	0	447.00	88.00	3,186,841,390.67	35,995	21,406	41,841
144	Trumbull	6,773.71	72	210.00	109.00	7,208,382,173.67	35,299	34,931	79,507
145	Union	109.00	0	4.00	0.00	123,532,343.33	744	27,900	58,214
146	Vernon	3,693.31	31	320.00	62.00	2,606,891,084.67	29,491	25,150	47,816
147	Voluntown	436.19	0	34.00	0.00	301,812,840.67	2,631	23,707	56,802
148	Wallingford	6,946.47	114	464.00	150.00	6,172,509,958.67	44,736	25,947	57,308
149	Warren	196.96	0	13.01	0.97	434,915,852.67	1,361	36,801	62,798
150	Washington	466.70	0	26.73	4.08	1,577,156,472.00	3,693	37,215	65,288
151	Waterbury	17,888.24	1,394	5,420.00	450.00	6,827,708,729.67	107,902	17,701	34,285
152	Waterford	3,316.53	306	161.00	34.00	4,682,347,766.33	18,940	26,807	56,047
153	Watertown	3,399.50	13	152.00	64.00	2,739,940,989.00	22,330	26,044	59,420
154	Westbrook	994.96	1	62.00	18.00	1,733,127,330.67	8,599	28,680	57,531
155	West Hartford	9,997.26	119	577.00	485.00	8,776,503,209.00	61,173	33,468	61,665
156	West Haven	7,324.32	693	1,480.00	243.00	4,428,197,901.33	52,923	21,121	42,393
157	Weston	2,573.82	5	53.00	39.00	3,841,421,459.67	10,276	74,817	146,697
158	Westport	5,663.07	5	163.00	92.00	14,214,364,582.67	26,615	73,664	119,872
159	Wethersfield	3,920.21	85	188.00	175.00	3,355,114,892.67	26,220	28,930	53,289
160	Willington	852.68	1	39.59	4.33	633,479,945.00	6,216	27,062	51,690
161	Wilton	4,383.76	3	98.00	24.00	6,965,102,181.33	17,960	65,806	141,428
162	Winchester	1,504.91	0	144.00	39.00	1,052,235,725.33	10,857	22,589	46,671
163	Windham	3,564.73	4	820.00	15.00	1,300,415,679.00	23,503	16,978	35,087
164	Windsor	4,558.67	384	362.00	105.00	3,720,593,204.67	28,778	27,633	64,137
165	Windsor Locks	1,966.91	84	181.00	65.00	1,846,964,752.33	12,411	23,079	48,837
166	Wolcott	3,242.81	208	171.00	47.00	1,850,097,433.67	16,228	25,018	61,376
167	Woodbridge	1,619.13	12	80.40	15.42	1,790,849,597.33	9,264	49,049	102,121
168	Woodbury	1,479.29	1	72.96	0.00	1,716,541,584.67	9,734	37,903	68,322
169	Woodstock	1,421.98	3	81.00	12.00	1,031,518,890.33	8,047	25,331	55,313
	Totals	557,814.14	18,058	62,094.96	10,795.00	547,673,090,020.37	3,498,503	5,205,882	10,808,667

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF FINANCE AND INTERNAL OPERATIONS

2008-09 EDUCATION COST SHARING (ECS) GRANT
DATA ELEMENT LIST
REPORT 2 OF 2

State Guaranteed Wealth Level = \$331,522, Foundation = \$9,687
Minimum Percentage Increase = 4.4%, Adjusted Phase-In Percentage = 15.7111%

TOWN CODE	TOWN NAME	STUDENTS SENT TO REGIONAL DISTRICTS 10/2007	NUMBER OF GRADES IN REGIONAL DISTRICTS 10/2007	PERCENTAGE OF TITLE I POVERTY TO 5 THRU 17 POPULATION RANK	BASE AID ENTITLEMENT (ECS FIXED 2006-07)	ECS FIXED ENTITLEMENT 2007-08	ECS PRIOR YEAR ADJUSTMENTS 2007-08	EXCESS COSTS PRIOR YEAR ADJUSTMENTS 2007-08
1	Andover	298	6	144	1,973,606	2,232,621	N/A	N/A
2	Ansonia	0	0	10	12,883,369	14,398,149	N/A	N/A
3	Ashford	225	4	42	3,437,204	3,731,867	N/A	N/A
4	Avon	0	0	160	788,475	1,180,736	N/A	N/A
5	Barkhamsted	310	6	151	1,231,556	1,547,770	N/A	N/A
6	Beacon Falls	1,070	13	50	3,437,310	3,874,333	N/A	N/A
7	Berlin	0	0	106	4,665,028	5,909,397	N/A	N/A
8	Bethany	527	6	69	1,586,002	1,945,254	N/A	N/A
9	Bethel	0	0	81	7,372,181	7,814,020	N/A	N/A
10	Bethlehem	529	13	111	1,209,402	1,262,616	N/A	N/A
11	Bloomfield	0	0	22	3,977,721	5,182,323	N/A	N/A
12	Bolton	0	0	167	2,562,776	2,988,563	N/A	N/A
13	Bozrah	0	0	41	1,060,857	1,177,447	N/A	N/A
14	Branford	0	0	34	1,363,897	1,684,957	N/A	N/A
15	Bridgeport	0	0	5	147,107,433	157,275,234	N/A	N/A
16	Bridgewater	245	13	86	106,575	131,506	N/A	N/A
17	Bristol	0	0	18	35,390,494	39,901,642	N/A	N/A
18	Brookfield	0	0	140	1,202,507	1,466,181	N/A	N/A
19	Brooklyn	0	0	44	6,014,369	6,684,191	N/A	N/A
20	Burlington	1,873	13	143	3,458,751	4,114,538	N/A	N/A
21	Canaan	39	4	52	190,054	198,416	N/A	N/A
22	Canterbury	0	0	64	4,343,031	4,534,124	N/A	N/A
23	Canton	0	0	123	2,546,057	3,207,653	N/A	N/A
24	Chaplin	143	6	90	1,692,996	1,801,617	N/A	N/A
25	Cheshire	0	0	131	7,589,637	8,906,932	N/A	N/A
26	Chester	241	6	82	610,177	637,025	N/A	N/A
27	Clinton	0	0	62	5,932,138	6,193,152	N/A	N/A
28	Colchester	0	0	113	11,503,712	12,976,275	N/A	N/A
29	Colebrook	136	6	168	415,422	469,475	N/A	N/A
30	Columbia	0	0	83	2,161,259	2,442,564	N/A	N/A
31	Cornwall	64	4	89	60,930	81,726	N/A	N/A
32	Coventry	0	0	130	7,716,634	8,472,884	N/A	N/A
33	Cromwell	0	0	99	3,317,649	4,131,889	N/A	N/A
34	Danbury	0	0	23	17,588,819	21,894,594	N/A	N/A
35	Darien	0	0	166	1,031,384	1,547,898	N/A	N/A
36	Deep River	323	6	72	1,548,120	1,616,237	N/A	N/A
37	Derby	0	0	13	6,070,014	6,576,330	N/A	N/A
38	Durham	1,428	13	163	3,406,854	3,788,134	N/A	N/A
39	Eastford	0	0	25	959,893	1,063,097	N/A	N/A
40	East Granby	0	0	105	808,527	1,246,305	N/A	N/A
41	East Haddam	0	0	115	3,108,920	3,561,516	N/A	N/A
42	East Hampton	0	0	88	6,439,142	7,275,594	N/A	N/A
43	East Hartford	0	0	11	35,150,730	39,952,890	N/A	N/A
44	East Haven	0	0	17	16,795,891	17,973,300	N/A	N/A
45	East Lyme	0	0	121	6,514,705	6,801,352	N/A	N/A
46	Easton	456	4	147	399,292	568,839	N/A	N/A
47	East Windsor	0	0	31	4,584,774	5,251,087	N/A	N/A
48	Ellington	0	0	127	8,023,396	9,104,327	N/A	N/A
49	Enfield	0	0	28	24,339,063	27,184,046	N/A	N/A
50	Essex	400	6	84	275,152	373,273	N/A	N/A
51	Fairfield	0	0	112	2,412,530	3,438,705	N/A	N/A
52	Farmington	0	0	107	1,092,162	1,543,116	N/A	N/A
53	Franklin	0	0	159	809,778	901,415	N/A	N/A
54	Glastonbury	0	0	133	3,907,727	5,939,801	N/A	N/A
55	Goshen	435	13	47	164,337	208,992	N/A	N/A
56	Granby	0	0	150	4,225,049	5,166,931	N/A	N/A
57	Greenwich	0	0	74	2,297,232	3,274,561	N/A	N/A
58	Griswold	0	0	36	9,510,451	10,282,590	N/A	N/A
59	Groton	0	0	38	23,281,173	24,305,545	N/A	N/A
60	Guilford	0	0	92	2,806,569	2,930,058	N/A	N/A
61	Haddam	1,399	13	128	1,178,623	1,655,757	N/A	N/A
62	Hamden	0	0	26	19,465,692	22,080,116	N/A	N/A
63	Hampton	98	6	139	1,227,212	1,281,209	N/A	N/A
64	Hartford	0	0	1	170,113,053	180,052,577	N/A	N/A
65	Hartland	0	0	80	1,225,800	1,293,905	N/A	N/A
66	Harwinton	949	13	154	2,367,469	2,613,411	N/A	N/A
67	Hebron	892	6	162	5,687,166	6,583,267	N/A	N/A
68	Kent	104	4	117	125,342	160,289	N/A	N/A
69	Killingly	0	0	20	13,670,489	14,603,097	N/A	N/A
70	Killingworth	1,165	13	135	2,043,668	2,133,589	N/A	N/A
71	Lebanon	0	0	102	4,650,179	5,237,197	N/A	N/A

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF FINANCE AND INTERNAL OPERATIONS

2008-09 EDUCATION COST SHARING (ECS) GRANT
DATA ELEMENT LIST

REPORT 2 OF 2

State Guaranteed Wealth Level = \$331,522, Foundation = \$9,687

Minimum Percentage Increase = 4.4%, Adjusted Phase-In Percentage = 15.7111%

TOWN CODE	TOWN NAME	STUDENTS SENT TO REGIONAL DISTRICTS 10/2007	NUMBER OF GRADES IN REGIONAL DISTRICTS 10/2007	PERCENTAGE OF TITLE I POVERTY TO 5 THRU 17 POPULATION RANK	BASE AID ENTITLEMENT (ECS FIXED 2006-07)	ECS FIXED ENTITLEMENT 2007-08	ECS PRIOR YEAR ADJUSTMENTS 2007-08	EXCESS COSTS PRIOR YEAR ADJUSTMENTS 2007-08
72	Ledyard	0	0	125	10,543,923	11,523,434	N/A	N/A
73	Lisbon	0	0	79	3,462,769	3,734,902	N/A	N/A
74	Litchfield	0	0	149	1,146,431	1,417,482	N/A	N/A
75	Lyme	318	13	109	105,211	139,421	N/A	N/A
76	Madison	0	0	120	1,109,520	1,509,637	N/A	N/A
77	Manchester	0	0	15	26,278,814	29,328,640	N/A	N/A
78	Mansfield	661	4	76	8,804,430	9,646,242	N/A	N/A
79	Marlborough	508	6	153	2,741,278	2,992,740	N/A	N/A
80	Meriden	0	0	8	46,584,133	51,516,965	N/A	N/A
81	Middlebury	1,339	13	104	432,884	610,587	N/A	N/A
82	Middlefield	748	13	164	1,764,710	2,011,723	N/A	N/A
83	Middletown	0	0	24	13,603,625	15,950,561	N/A	N/A
84	Milford	0	0	40	9,843,256	10,276,359	N/A	N/A
85	Monroe	0	0	141	5,683,780	6,295,132	N/A	N/A
86	Montville	0	0	97	10,774,376	12,020,528	N/A	N/A
87	Morris	385	13	53	603,682	630,244	N/A	N/A
88	Naugatuck	0	0	16	25,898,435	27,980,269	N/A	N/A
89	New Britain	0	0	6	64,119,355	70,813,502	N/A	N/A
90	New Canaan	0	0	158	974,458	1,432,571	N/A	N/A
91	New Fairfield	0	0	110	4,017,911	4,228,049	N/A	N/A
92	New Hartford	525	6	169	2,710,710	3,011,400	N/A	N/A
93	New Haven	0	0	2	128,491,056	136,503,376	N/A	N/A
94	Newington	0	0	73	10,386,893	12,100,206	N/A	N/A
95	New London	0	0	7	20,667,811	21,973,721	N/A	N/A
96	New Milford	0	0	137	10,741,407	11,436,386	N/A	N/A
97	Newtown	0	0	148	3,927,818	4,128,013	N/A	N/A
98	Norfolk	101	6	124	349,942	365,339	N/A	N/A
99	North Branford	0	0	100	7,038,646	7,775,021	N/A	N/A
100	North Canaan	123	4	122	1,827,473	1,977,579	N/A	N/A
101	North Haven	0	0	101	1,732,204	2,665,022	N/A	N/A
102	North Stonington	0	0	63	2,653,770	2,770,536	N/A	N/A
103	Norwalk	0	0	19	8,712,307	9,669,666	N/A	N/A
104	Norwich	0	0	14	28,243,549	30,954,543	N/A	N/A
105	Old Lyme	1,239	13	126	446,919	580,063	N/A	N/A
106	Old Saybrook	0	0	65	464,998	625,170	N/A	N/A
107	Orange	1,155	6	108	746,425	1,011,408	N/A	N/A
108	Oxford	0	0	70	3,876,807	4,412,702	N/A	N/A
109	Plainfield	0	0	30	13,607,998	14,706,134	N/A	N/A
110	Plainville	0	0	46	8,654,338	9,733,576	N/A	N/A
111	Plymouth	0	0	85	8,433,186	9,332,636	N/A	N/A
112	Pomfret	0	0	143	2,643,742	2,962,468	N/A	N/A
113	Portland	0	0	56	3,505,158	4,092,200	N/A	N/A
114	Preston	0	0	93	2,610,591	2,928,185	N/A	N/A
115	Prospect	1,655	13	57	4,443,912	5,095,020	N/A	N/A
116	Putnam	0	0	12	7,311,206	7,731,658	N/A	N/A
117	Redding	525	4	145	466,523	658,748	N/A	N/A
118	Ridgefield	0	0	157	1,381,767	1,976,833	N/A	N/A
119	Rocky Hill	0	0	119	2,245,446	3,213,819	N/A	N/A
120	Roxbury	309	13	77	118,371	151,450	N/A	N/A
121	Salem	0	0	152	2,769,446	2,969,056	N/A	N/A
122	Salisbury	117	4	54	133,664	179,374	N/A	N/A
123	Scotland	94	6	132	1,284,490	1,383,580	N/A	N/A
124	Seymour	0	0	37	8,445,682	9,421,943	N/A	N/A
125	Sharon	117	4	66	105,547	139,653	N/A	N/A
126	Shelton	0	0	91	4,565,270	4,766,142	N/A	N/A
127	Sherman	0	0	134	162,023	234,030	N/A	N/A
128	Simsbury	0	0	146	3,218,273	5,141,300	N/A	N/A
129	Somers	0	0	155	4,842,462	5,669,192	N/A	N/A
130	Southbury	3,277	13	118	1,253,501	2,320,147	N/A	N/A
131	Southington	0	0	96	16,363,579	19,002,977	N/A	N/A
132	South Windsor	0	0	138	10,243,540	12,316,883	N/A	N/A
133	Sprague	0	0	58	2,364,382	2,491,045	N/A	N/A
134	Stafford	0	0	68	8,620,168	9,386,000	N/A	N/A
135	Stamford	0	0	21	5,885,766	7,233,820	N/A	N/A
136	Stenning	0	0	43	2,686,246	3,032,944	N/A	N/A
137	Stonington	0	0	78	1,891,124	1,974,333	N/A	N/A
138	Stratford	0	0	29	16,614,626	19,631,803	N/A	N/A
139	Suffield	0	0	94	4,529,296	5,826,144	N/A	N/A
140	Thomaston	0	0	60	4,777,023	5,393,014	N/A	N/A
141	Thompson	0	0	67	6,705,681	7,287,825	N/A	N/A
142	Tolland	0	0	165	8,881,453	10,305,827	N/A	N/A

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF FINANCE AND INTERNAL OPERATIONS

2008-09 EDUCATION COST SHARING (ECS) GRANT
DATA ELEMENT LIST
REPORT 2 OF 2

State Guaranteed Wealth Level = \$331,522, Foundation = \$9,687
Minimum Percentage Increase = 4.4%, Adjusted Phase-In Percentage = 15.7111%

TOWN CODE	TOWN NAME	STUDENTS SENT TO REGIONAL DISTRICTS 10/2007	NUMBER OF GRADES IN REGIONAL DISTRICTS 10/2007	PERCENTAGE	BASE AID ENTITLEMENT (ECS FIXED ENTITLEMENT 2006-07)	ECS FIXED ENTITLEMENT 2007-08	ECS PRIOR YEAR ADJUSTMENTS 2007-08	EXCESS COSTS PRIOR YEAR ADJUSTMENTS 2007-08
				OF TITLE I POVERTY TO 5 THRU 17 POPULATION RANK				
143	Torrington	0	0	33	20,296,473	22,924,658	N/A	N/A
144	Trumbull	0	0	129	2,260,482	2,904,203	N/A	N/A
145	Union	0	0	103	202,390	229,479	N/A	N/A
146	Vernon	0	0	35	15,445,222	16,901,499	N/A	N/A
147	Voluntown	0	0	45	2,326,904	2,429,288	N/A	N/A
148	Wallingford	0	0	51	18,620,420	20,536,622	N/A	N/A
149	Warren	197	13	48	75,048	95,572	N/A	N/A
150	Washington	457	13	116	181,154	230,026	N/A	N/A
151	Waterbury	0	0	3	97,808,233	108,828,718	N/A	N/A
152	Waterford	0	0	71	799,224	1,384,487	N/A	N/A
153	Watertown	0	0	114	10,108,359	11,254,198	N/A	N/A
154	Westbrook	0	0	49	311,769	409,652	N/A	N/A
155	West Hartford	0	0	59	11,372,329	15,398,562	N/A	N/A
156	West Haven	0	0	9	36,473,924	39,654,505	N/A	N/A
157	Weston	0	0	161	621,222	908,586	N/A	N/A
158	Westport	0	0	136	1,277,247	1,904,459	N/A	N/A
159	Wethersfield	0	0	75	5,608,130	7,680,481	N/A	N/A
160	Willington	248	4	95	3,256,074	3,521,683	N/A	N/A
161	Wilton	0	0	158	1,004,671	1,491,566	N/A	N/A
162	Winchester	0	0	32	6,864,678	7,494,244	N/A	N/A
163	Windham	0	0	4	21,238,624	23,151,070	N/A	N/A
164	Windsor	0	0	39	9,215,635	11,060,980	N/A	N/A
165	Windsor Locks	0	0	27	3,276,272	4,456,291	N/A	N/A
166	Wolcott	0	0	55	11,443,209	12,968,746	N/A	N/A
167	Woodbridge	815	6	98	517,800	690,967	N/A	N/A
168	Woodbury	1,478	13	87	700,133	839,098	N/A	N/A
169	Woodstock	0	0	61	4,600,969	5,162,888	N/A	N/A
Totals		29,740			\$1,627,321,377	\$1,809,133,470	\$0	\$0

**2008-09 Education Cost Sharing (ECS) Grant
Town-by-Town Entitlements ***

Andover	\$2,330,856	Griswold	\$10,735,024	Preston	\$3,057,025
Ansonia	15,031,668	Groton	25,374,989	Prospect	5,319,201
Ashford	3,896,069	Guilford	3,058,981	Putnam	8,071,851
Avon	1,232,688	Haddam	1,728,610	Redding	687,733
Barkhamsted	1,615,872	Hamden	23,030,761	Ridgefield	2,063,814
Beacon Falls	4,044,804	Hampton	1,337,582	Rocky Hill	3,355,227
Berlin	6,169,410	Hartford	187,974,890	Roxbury	158,114
Bethany	2,030,845	Hartland	1,350,837	Salem	3,099,694
Bethel	8,157,837	Harwinton	2,728,401	Salisbury	187,266
Bethlehem	1,318,171	Hebron	6,872,931	Scotland	1,444,458
Bloomfield	5,410,345	Kent	167,342	Seymour	9,836,508
Bolton	3,015,660	Killingly	15,245,633	Sharon	145,798
Bozrah	1,229,255	Killingworth	2,227,467	Shelton	4,975,852
Branford	1,759,095	Lebanon	5,467,634	Sherman	244,327
Bridgeport	164,195,344	Ledyard	12,030,465	Simsbury	5,367,517
Bridgewater	137,292	Lisbon	3,899,238	Somers	5,918,636
Bristol	41,657,314	Litchfield	1,479,851	Southbury	2,422,233
Brookfield	1,530,693	Lyme	145,556	Southington	19,839,108
Brooklyn	6,978,295	Madison	1,576,061	South Windsor	12,858,826
Burlington	4,295,578	Manchester	30,619,100	Sprague	2,600,651
Canaan	207,146	Mansfield	10,070,677	Stafford	9,809,424
Canterbury	4,733,625	Marlborough	3,124,421	Stamford	7,552,108
Canton	3,348,790	Meriden	53,783,711	Sterling	3,166,394
Chaplin	1,880,888	Middlebury	684,186	Stonington	2,061,204
Cheshire	9,298,837	Middlefield	2,100,239	Stratford	20,495,602
Chester	665,733	Middletown	16,652,386	Suffield	6,082,494
Clinton	6,465,651	Milford	10,728,519	Thomaston	5,630,307
Colchester	13,547,231	Monroe	6,572,118	Thompson	7,608,489
Colebrook	495,044	Montville	12,549,431	Tolland	10,759,283
Columbia	2,550,037	Morris	657,975	Torrington	23,933,343
Cornwall	85,322	Naugatuck	29,211,401	Trumbull	3,031,988
Coventry	8,845,691	New Britain	73,929,296	Union	239,576
Cromwell	4,313,692	New Canaan	1,495,604	Vernon	17,645,165
Danbury	22,857,956	New Fairfield	4,414,083	Voluntown	2,536,177
Darien	1,616,006	New Hartford	3,143,902	Wallingford	21,440,233
Deep River	1,687,351	New Haven	142,509,525	Warren	99,777
Derby	6,865,689	Newington	12,632,615	Washington	240,147
Durham	3,954,812	New London	22,940,565	Waterbury	113,617,182
Eastford	1,109,873	New Milford	11,939,587	Waterford	1,445,404
East Granby	1,301,142	Newtown	4,309,646	Watertown	11,749,383
East Haddam	3,718,223	Norfolk	381,414	Westbrook	427,677
East Hampton	7,595,720	North Branford	8,117,122	West Hartford	16,076,120
East Hartford	41,710,817	North Canaan	2,064,592	West Haven	41,399,303
East Haven	18,764,125	North Haven	3,174,940	Weston	948,564
East Lyme	7,100,611	North Stonington	2,892,440	Westport	1,988,255
Easton	593,868	Norwalk	10,095,131	Wethersfield	8,018,422
East Windsor	5,482,135	Norwich	32,316,543	Willington	3,676,637
Ellington	9,504,917	Old Lyme	605,586	Wilton	1,557,195
Enfield	28,380,144	Old Saybrook	652,677	Winchester	7,823,991
Essex	389,697	Orange	1,055,910	Windham	24,189,717
Fairfield	3,590,008	Oxford	4,606,861	Windsor	11,547,663
Farmington	1,611,013	Plainfield	15,353,204	Windsor Locks	4,652,368
Franklin	941,077	Plainville	10,161,853	Wolcott	13,539,371
Glastonbury	6,201,152	Plymouth	9,743,272	Woodbridge	721,370
Goshen	218,188	Pomfret	3,092,817	Woodbury	876,018
Granby	5,394,276	Portland	4,272,257	Woodstock	5,390,055
Greenwich	3,418,642				
				State Total	\$1,869,180,324

* These figures do not include adjustments resulting from the recalculation of the 2007-08 ECS and current funded special education grants.

**2008-09 Education Cost Sharing (ECS) Grant
Entitlements Per Resident Student**

Andover	\$3,710	Griswold	\$5,566	Preston	\$3,922
Ansonia	5,237	Groton	4,770	Prospect	3,236
Ashford	5,481	Guilford	795	Putnam	6,209
Avon	343	Haddam	1,246	Redding	380
Barkhamsted	2,458	Hamden	3,242	Ridgefield	371
Beacon Falls	3,779	Hampton	5,427	Rocky Hill	1,269
Berlin	1,864	Hartford	8,460	Roxbury	503
Bethany	1,869	Hartland	3,996	Salem	3,865
Bethel	2,585	Harwinton	2,874	Salisbury	442
Bethlehem	2,496	Hebron	3,289	Scotland	5,443
Bloomfield	2,025	Kent	473	Seymour	3,836
Bolton	3,471	Killingly	5,835	Sharon	447
Bozrah	3,138	Killingworth	1,918	Shelton	866
Branford	498	Lebanon	4,061	Sherman	381
Bridgeport	7,483	Ledyard	4,379	Simsbury	1,080
Bridgewater	550	Lisbon	4,782	Somers	3,467
Bristol	4,610	Litchfield	1,186	Southbury	739
Brookfield	512	Lyme	456	Southington	2,897
Brooklyn	5,270	Madison	407	South Windsor	2,529
Burlington	2,292	Manchester	4,121	Sprague	5,657
Canaan	1,435	Mansfield	5,127	Stafford	5,093
Canterbury	5,711	Marlborough	2,634	Stamford	506
Canton	1,931	Meriden	5,597	Sterling	4,641
Chaplin	5,463	Middlebury	512	Stonington	803
Cheshire	1,825	Middlefield	2,804	Stratford	2,675
Chester	1,130	Middletown	3,204	Suffield	2,445
Clinton	3,054	Milford	1,443	Thomaston	4,111
Colchester	4,150	Monroe	1,578	Thompson	5,154
Colebrook	1,870	Montville	4,284	Tolland	3,358
Columbia	2,982	Morris	1,720	Torrington	4,856
Cornwall	426	Naugatuck	5,704	Trumbull	448
Coventry	4,256	New Britain	6,733	Union	2,198
Cromwell	2,177	New Canaan	362	Vernon	4,778
Danbury	2,297	New Fairfield	1,469	Voluntown	5,814
Darien	347	New Hartford	2,761	Wallingford	3,086
Deep River	2,454	New Haven	7,721	Warren	507
Derby	4,430	Newington	2,775	Washington	515
Durham	2,769	New London	6,812	Waterbury	6,352
Eastford	4,133	New Milford	2,428	Waterford	436
East Granby	1,418	Newtown	750	Watertown	3,456
East Haddam	2,541	Norfolk	1,439	Westbrook	430
East Hampton	3,646	North Branford	3,207	West Hartford	1,606
East Hartford	5,170	North Canaan	4,353	West Haven	5,652
East Haven	4,822	North Haven	814	Weston	369
East Lyme	2,347	North Stonington	3,547	Westport	350
Easton	371	Norwalk	945	Wethersfield	2,045
East Windsor	3,526	Norwich	5,731	Willington	4,312
Ellington	3,617	Old Lyme	488	Wilton	355
Enfield	4,409	Old Saybrook	402	Winchester	5,199
Essex	407	Orange	416	Windham	6,780
Fairfield	367	Oxford	2,128	Windsor	2,533
Farmington	386	Plainfield	5,946	Windsor Locks	2,365
Franklin	3,071	Plainville	3,911	Wolcott	4,175
Glastonbury	884	Plymouth	4,791	Woodbridge	446
Goshen	502	Pomfret	3,968	Woodbury	592
Granby	2,385	Portland	2,950	Woodstock	3,791
Greenwich	382				
		State Median	\$2,675	State Average	\$3,387

Connecticut's Education Cost Sharing (ECS) Grant: History, Formula & Challenges

Education Cost Sharing Task Force
September 15, 2011

Prepared by the State Department of Education, Office of Fiscal Analysis, Legislative Commissioners' Office, Office of Legislative Research, and Office of Policy and Management

Education Funding Background: Court Decisions

- *Horton v. Meskill* (1977): CT Supreme Court ruled that public education was a state responsibility and each child had the right to an equal opportunity to receive a suitable educational experience.
- It ruled that a system of school financing that relied on local property tax revenues without regard to disparities in town wealth and lacked significant equalizing state support was unconstitutional.

Education Funding Background: Court Decisions

- The Court found that this funding system ensured that more educational dollars were allotted to children who lived in property-rich towns than to children in property-poor towns. This enabled property-rich towns to offer a wider range and higher quality of education programs than other towns.
- The decision also held that it is up to the legislature, not the courts, to devise a constitutional system for education financing.

Education Funding Background: Court Decisions & State Responses

- The Legislature responded to the Horton decision by enacting the first major education equalization funding formula, the Guaranteed Tax Base (GTB) grant. The GTB was the early version of the Education Cost Sharing (ECS) formula.
- The State Board of Education and an education finance advisory group launched an 18-month study into education finance reform that would recommend as a long-range goal that the state provide aid “at least equal to local revenues” for public elementary and secondary education.

Education Funding Background

- In 1989-90, the ECS grant replaced the GTB grant (Public Acts 88-358 and 89-124).
- In *Sheff v. O'Neill* (1996) the CT Supreme Court ruled that racial and ethnic isolation of Hartford students deprived them of their constitutionally guaranteed right to an equal educational opportunity. The decision did not involve the distribution of state education aid.

Education Funding Background: The Myth of the 50/50 Funding Promise

- A report issued by the State Board of Education after Horton suggested a goal of 50 percent state funding, but neither the General Assembly nor any of the five governors who have served since 1979 have made the 50 percent goal an explicit part of any state budget or proposed budget.
- Many individual legislators have introduced bills to enact a 50 percent funding plan, but none have ever been favorably reported out of a committee or adopted in a budget.

Education Funding Background: *CCJEF v. Rell*, the Adequacy Ruling

- In *Connecticut Coalition for Justice in Education Funding (CCJEF) v. Rell* (2010) the CT Supreme Court ruled the state constitutional right to education requires that public schools provide students an adequate education.

The court did not precisely define adequacy and did not address whether the current system was adequate.

The court sent the case back to the Superior Court for trial to determine what is adequate and whether CT provides an adequate educational system.

Impact of Equalization

2011-12 ECS Grants per Resident Student summarized by ECS Town Wealth Rank. Each grouping contains 24 towns sorted by wealth rank. Group 4 contains 25 towns.

Wealth Groupings	ECS Entitlement per Resident Student
1 (Wealthiest)	\$378
2	735
3	1,720
4	2,744
5	3,125
6	4,586
7 (Poorest)	6,860
State Average	\$3,472

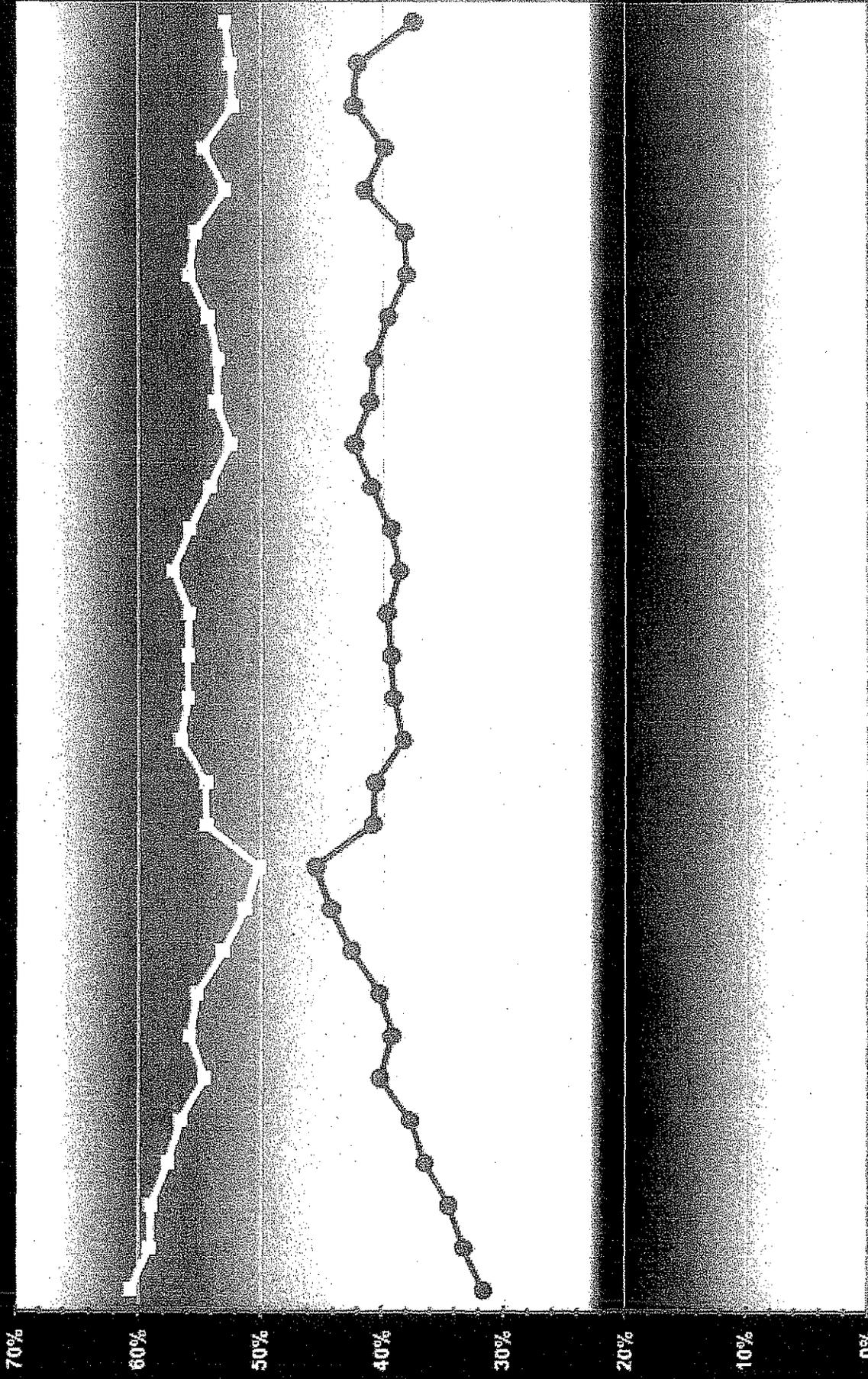
Summary of 2008-09 State Share of Public Elementary and Secondary Education

	Expenditure	Percent of Total
Education Cost Sharing (ECS) Grant	\$1,889,182,288	45.3%
Capital Grant Programs	693,888,946	16.6%
Teachers' Retirement	588,832,792	14.1%
Other State Grants	583,794,195	14.0%
SDE Leadership and Education Program Supports	147,811,644	3.5%
CT Technical High School System	140,270,505	3.4%
Other State School Districts	94,794,799	2.3%
All Other	34,984,699	0.8%
 Total State Share	 \$4,173,559,868	 100.0%

Percentages of Local, State, Federal and Other Revenues for Public Elementary and Secondary Education Expenditures in Connecticut

Year	Local Amount \$	%	State Amount \$	%	Federal Amount \$	%	Other Amount \$	%	Total Amount \$
1979-80	894,394,487	60.7%	466,930,376	31.7%	104,781,975	7.1%	7,492,224	0.5%	1,473,599,062
1989-90	1,825,545,264	50.2%	1,654,048,788	45.5%	145,829,040	4.0%	8,258,938	0.2%	3,633,682,030
1999-2000	3,241,550,799	52.5%	2,611,216,407	42.3%	304,496,854	4.9%	19,439,007	0.3%	6,176,703,067
2004-05	4,418,423,489	55.4%	3,047,353,586	38.2%	488,541,690	6.1%	27,722,328	0.3%	7,982,041,093
2005-06	4,652,873,221	52.9%	3,643,412,412	41.4%	478,742,751	5.4%	27,683,453	0.3%	8,802,711,837
2006-07	5,106,006,361	54.7%	3,713,838,930	39.8%	474,377,879	5.1%	34,951,365	0.4%	9,329,174,535
2007-08	5,027,237,839	52.3%	4,065,819,333	42.3%	483,130,093	5.0%	34,951,365	0.4%	9,615,349,631
2008-09	5,220,097,913	52.5%	4,173,559,868	42.0%	494,751,397	5.0%	45,954,968	0.5%	9,934,364,146
2009-10	5,237,788,750	52.9%	3,704,901,103	37.4%	921,354,437	9.3%	42,087,556	0.4%	9,906,131,846

Local, State and Federal Shares 1979-80 through 2009-10



	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Local %	60.7	59.1	59.0	57.8	58.5	54.5	55.8	55.2	53.1	51.3	50.2	54.5	54.5	56.5	55.0	56.0	55.9	57.2	55.8	54.2	52.5	53.7	53.5	54.3	55.9	55.4	52.9	54.7	52.3	52.5	52.9
State %	31.7	33.3	34.5	36.5	37.7	40.2	39.2	40.2	42.5	44.2	45.5	40.5	40.5	38.3	39.1	39.3	39.5	38.5	39.3	40.9	42.3	41.0	40.7	39.5	38.0	38.2	41.4	39.9	42.3	40.0	37.4
Federal %	7.1	7.0	6.0	5.5	5.3	4.9	4.7	4.4	4.2	4.2	4.0	4.4	4.6	4.6	4.6	4.4	4.2	4.0	4.5	4.5	4.9	4.9	5.4	5.3	5.7	5.1	5.4	5.1	5.0	5.0	9.3

Education Cost Sharing Grant Fully-Funded (Target) Aid

Foundation

x

Need (Weighted) Students

x

Aid Ratio
(State Support Percentage)

+

Regional District Bonus

Foundation (Per Weighted Student Spending Level)

1989-90	\$3,918*
1990-91	\$4,192*
1991-92	\$4,486*
1992-93	\$4,800*
1993-94	\$4,800*
1994-95	\$4,800*
1995-96 through 1997-98	\$5,711
1998-99	\$5,775
1999-00 through 2006-07	\$5,891
2007-08 to Present	\$9,687**

* Prior to 1995-96 ECS excluded special education.

** Subject to a phase-in.

Town Student Need Count

(a) Resident Students

Kindergarten through Grade 12 Students

+

One-half credit for OPEN Choice Participation

+

Credit for Extended School Year

+

Full-time Equivalent (FTE) Prekindergarten
(Excluding School Readiness)

+

FTE Tuition-Free Summer School

Town Student Need Count

(b) Need Students

Resident Students

+

33% of Title I Poverty

+

15% of Limited English Proficiency (LEP)* Students

*LEP represents total English Language Learners minus students eligible for funding under the state Bilingual grant.

Note: Resident students include in-district and out-of-district regular and special education students who are the fiscal responsibility of the district. It does not include students enrolled in the district at the expense of another district.

Aid Ratio (State's Percentage of Support of the Foundation)

(a) **Income Adjuster**

$$\frac{\frac{\text{Per Capita Income (PCI)}}{\text{Highest PCI}} + \frac{\text{Median Household Income (MHI)}}{\text{Highest MHI}}}{2}$$

(b) **Adjusted Equalized Net Grand List (AENGL)**

$$\frac{\text{3-year Average Equalized Net Grand List (ENGL)}}{\text{Income Adjuster}}$$

(c) **Town Wealth**

$$\frac{\frac{\text{AENGL}}{\text{Population}} + \frac{\text{AENGL}}{\text{Need Students}}}{2}$$

(d) **State Guaranteed Wealth Level (SGWL)**

$$\text{Median Town Wealth (Rank 85) x 1.75}$$

(e) **Aid Ratio**

$$1 - (\text{Town Wealth}/\text{SGWL})$$

No town may receive an aid ratio of less than 9 percent. The highest aid ratio in 2011-12 is 91.67 percent (Hartford).

Regional Bonus for Each Member Town

For students enrolled in the region, each member town receives a regional bonus as noted below:

- Kindergarten through Grade 12 members receive \$100 per student.
- Grades 7 through 12 region members receive \$46.15 per student.
- Grades 9 through 12 region members receive \$30.77 per student.

Adjustments to the Fully-Funded Formula

Over the years, there have been a number of statutory adjustments to the fully-funded formula. Over time, these have included:

- **Grant Caps** limit the amount of increase a town could receive from one year to the next. Towns impacted by grant caps receive less than the formula.
- **Stoploss** guarantees a prescribed level of funding regardless of the formula. Towns impacted by stoploss receive more than the formula.
- **Phase-In** is often employed when there are significant changes to the ECS formula. Phase-in allows the State to implement the formula changes in stages over time.

Recent History of Adjustments

- **2006-07** – All districts were guaranteed a minimum grant of at least 60 percent of the fully-funded formula.
- **2007-08** – A 17.1 percent phase-in was implemented, and all districts were guaranteed a minimum 4.4 percent increase over the prior year.
- **2008-09** – A 15.7 percent phase-in was implemented, and all districts were guaranteed a minimum 4.4 percent increase over the prior year.
- **2009-10** – The formula was replaced with the entitlements specified in statute, basically holding towns to their 2008-09 levels.

ECS Grant
Percent of Target Aid plus Regional Bonus Funded
2005-06 through 2011-12

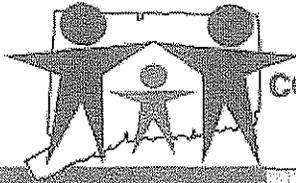
Fiscal Year	(1) Target Aid plus Regional Bonus	(2) Total Appropriation	(3) Percent of Formula Funded (Col 2 / Col 1)	(4) Funding Gap (Col 2 - Col 1)
2005-06	\$1,576,175,824	\$1,619,486,942	102.70%	\$43,311,118
2006-07	1,545,953,224	1,627,598,155	105.30%	81,644,931
2007-08	2,675,159,699	1,809,212,278	67.60%	(865,947,421)
2008-09	2,630,075,409	1,889,128,288	71.80%	(740,947,121)
2009-10	2,628,880,903	1,889,609,057	71.90%	(739,271,846)
2010-11	2,620,743,377	1,889,609,057	72.10%	(731,134,320)
2011-12	2,614,412,779	1,889,609,057	72.30%	(724,803,722)

ECS Formula Challenges

- **Foundation** – Under original legislation the foundation was set at the expenditure per pupil of the town where the 80th percentile pupil resided (based on 3-year-old data). To date the foundation has been written into statute.
- **Need Students** – Poverty weighting. Title I data as opposed to free and reduced lunch, aid to dependent children, or other alternative measures.
- **Town Wealth**
 - (1) Per Capita Income and Median Household Income are from the decennial census and are only provided once every 10 years. Starting with the 2010 census, that information is not collected but will be generated through the American Community Survey.
 - (2) State Guaranteed Wealth Level – under the original legislation it was to be set at 2. Currently it is at 1.75.
 - (3) Guaranteed minimum aid ratios. Currently the minimum is at 9 percent. It has been as low as zero.
- **Other issues:** money follows the child, phase-in of the foundation and guaranteed minimum and maximum funding levels (hold harmless/stop loss, grant caps).

**BUDGET CALENDAR
FOR BUDGET YEAR 2013-2014
DRAFT**

<u>DATE</u>	<u>MANSFIELD BOARD OF EDUCATION</u>
Oct. 2	Budget Manual Sent to Administrators
Nov. 26-Nov. 30	Budget Review with Administrators
Dec. 24-Jan. 2	Holiday Break
Jan. 2-Jan.18	Budget finalized by Superintendent
Jan. 22	Budget Books prepared for Board of Education
Jan. 24	Budget Introduction & Overview (Goodwin)
Jan. 31	Board Review - Regular Programs (MMS)
Feb. 7	Board Review/District Mgmt/Sp Ed/ Support Svcs/Board Questions (Vinton)
Feb. 18-19	School Break
Feb. 21	Board Detail Review and Adoption



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CTCEF affiliate benefits:

★ Experience

- Credibility of a statewide consortium dedicated to ensuring the success of local education foundations
- Assistance in building community support for local education foundations

★ Expertise

- Technical assistance at and beyond start-up
- Assistance and resources for local education foundations that want to initiate or replicate innovative programs

★ Information

- Data from education foundations already in place to help create partnerships between the private sector and public schools
- Forums for networking and sharing information among existing local education foundations
- Access to the information-rich "Affiliates Only" section of our Web site

Application and Fees

Education Foundation (sliding scale based on yearly income)

\$500 -Foundation over \$250,000

\$350 -Foundation up to \$250,000

\$150 -Foundation up to \$100,000

\$100 -Foundation up to \$15,000

Other

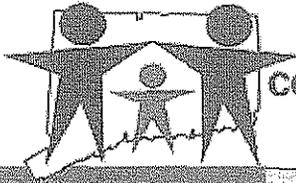
\$500 -School District

\$500 -Municipality

\$100 -Individual

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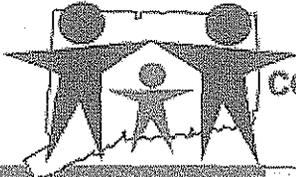
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What Is a Local Education Foundation?

Local education foundations are non-profit organizations whose boards represent local community and education leaders and who are financially accountable to their communities. Each is unique in its operation, its programs, and the resources it provides to the community, but all share a common commitment to improving education at the local level. Education foundations:

- ★ serve as conveners with other non-profit groups to address community issues relating to education;
- ★ link people and organizations in their communities with public schools, developing awareness and resource support;
- ★ increase teacher morale by making direct financial grants to teachers and by recognizing their importance in the community;
- ★ broaden support for public education and local schools with greater community awareness.



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The **Connecticut Consortium of Education Foundations (CTCEF)**, incorporated in 2001, facilitates the creation, growth, and effectiveness of local education foundations in Connecticut. CTCEF, a statewide, 501(c)(3), non-profit organization, encourages sharing and collaborating between education foundations and with other community-based organizations. It is founded on the proven principle that community involvement is a key factor in improving schools and that local education foundations can focus these resources to support public education.

The number of local education foundations in Connecticut (and throughout the country) continues to grow. With 92 active education foundations statewide, and more in development, CTCEF is the only organization in Connecticut uniquely positioned to unite local education foundations with local school districts, caring communities, and each other. We advise start-up and existing education foundations on:

- ★ recruiting and retaining board members;
- ★ legal steps such as preparing bylaws and applications for tax-exempt status;
- ★ financial matters;
- ★ development of fundraising and marketing strategies; and
- ★ technical advice on grants management and project innovation.

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Kate Ebbott, Vice President

Redding Education Foundation

Marge Hiller, Secretary

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Woody Bliss, Treasurer

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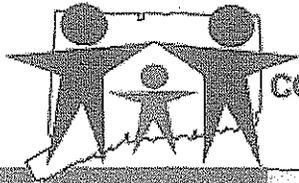
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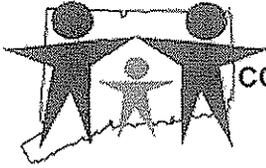
Application and Fees

Education Foundation (sliding scale based on yearly income)
 \$500 -Foundation over \$250,000
 \$350 -Foundation up to \$250,000
 \$150 -Foundation up to \$100,000
 \$100 -Foundation up to \$15,000

Other
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CTCEF seeks to preserve the grassroots spirit and independence of the LEF movement by providing the following services to LEFs:

- Annual conference and regional workshops (discounted registration for affiliates)
- Assistance to create, strengthen, and revitalize LEFs
- Access to LEF references and resources
- CTCEF Web site (access to Affiliates Sign-In section for affiliates)
- Survey/Directory that profiles LEFs (affiliates receive a complimentary copy)
- Networking opportunities with other LEFs
- E-mail updates (more frequently and in depth for affiliates)
- Periodic print newsletter
- Links to other organizations and individuals committed to public education

Application for Annual Affiliation

Education Foundation (sliding scale based on yearly income)	Other
___\$500.00 Foundation over \$250,000	___\$500.00 School District
___\$350.00 Foundation up to \$250,000	___\$500.00 Municipality
___\$150.00 Foundation up to \$100,000	___\$100.00 Individual
___\$100.00 Foundation up to \$15,000	

___ I am already an affiliate and want to do more. Here is my tax-deductible contribution of \$_____.

___ I am not an affiliate but want to support CTCEF with a tax-deductible contribution of \$_____.

Name and Title _____

Organization _____

Address _____

City _____ State _____ Zip _____

Telephone _____ Fax _____ E-mail _____

___ I am interested in becoming more involved with CTCEF.

CTCEF... Facilitating the creation, growth, and effectiveness of local education foundations in Connecticut

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 www.ctcef.org info@ctcef.org

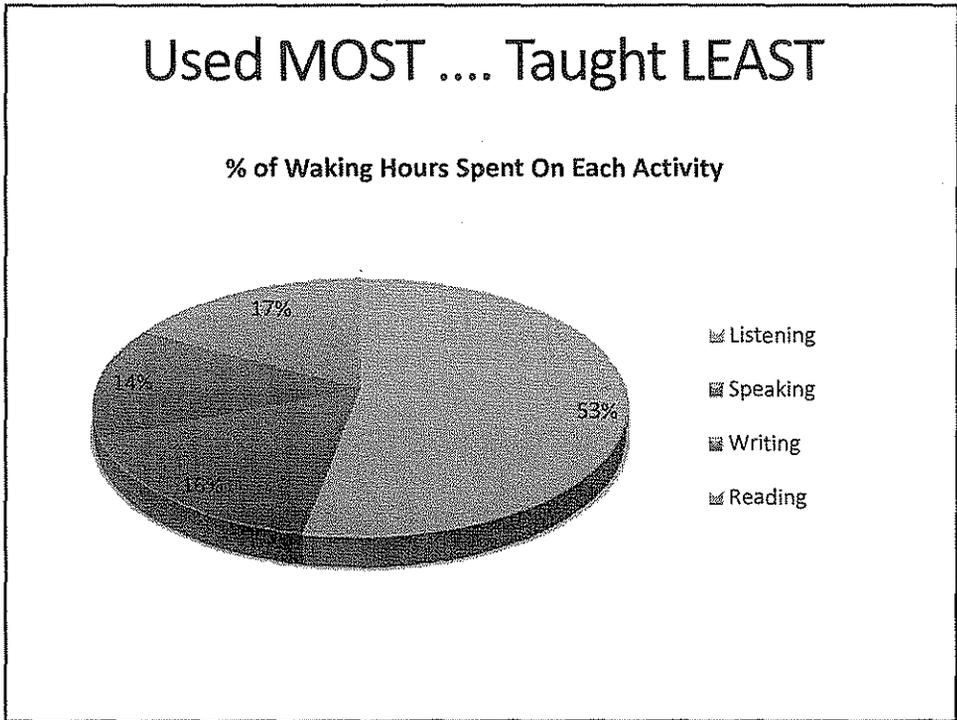
Common Core Speaking and Listening Standards

Mansfield Public Schools
September 2012

The Goal...

***Collaborative
respectful,
and challenging
dialogue***

- Must be implemented across *all* curriculum areas
- Success with these standards will have a far –reaching impact across all other areas.



The Key Role of Evidence in the Speaking and Listening Standards

Six Anchor Standards

- Five will be implemented this school year.



Anchor Standards for Comprehension and Collaboration

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

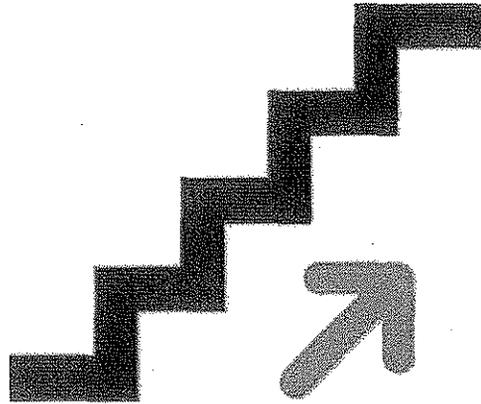
Anchor Standards for Presentation of Knowledge and Ideas

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task purpose and audience.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

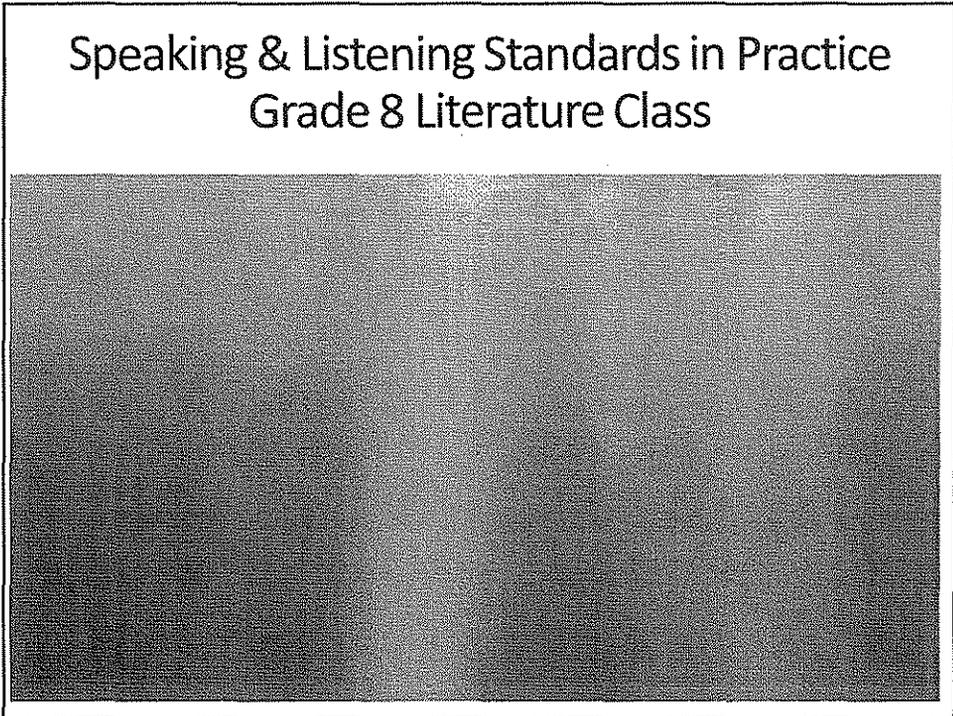
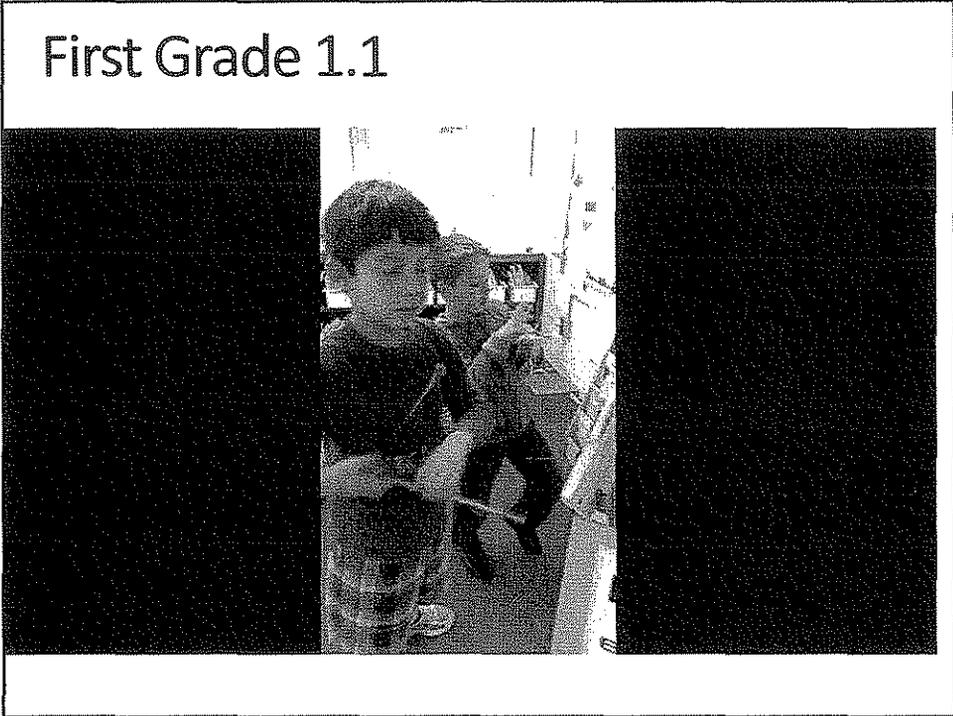
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- Mastery
- Increasing Complexity



Speaking and Listening Anchor Standard 1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.



Review the standards and identify examples of where a standard is already occurring *or* where a small adjustment in current practice would lead to fully meeting the standard.

Discuss a unit you are currently doing or a unit you are about to move into. Identify one standard and determine how you could implement activities to meet that standard within the unit.

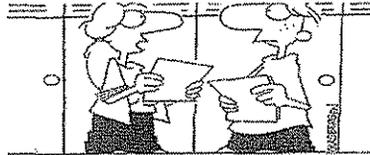
Next Steps

- Incorporate standards into your day.
- Use bookmarks until you are fluent in the standards.
- Examine ways to assess student progress on listening and speaking...rubrics, checklists, etc.
- Add to our collective knowledge... save any rubrics, articles, learning activities you find valuable in:

PreK-8 Common Folder: Common Core/Listening and Speaking

* CCSS Foundational Skills

Mansfield Public Schools
September 2012



"I'm leary of spelling because of my parents. They grow up listening to the Beatles, Monkees and Byrdel!"

Page 1 of 1

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"Class, I've got a lot of material to cover, so to save time I won't be using vowels today. Nw its bgn. pls trn t pg 122."

* English Language Arts Standards Reading: Foundational Skills

These standards are directed toward fostering students' understanding and working knowledge of:

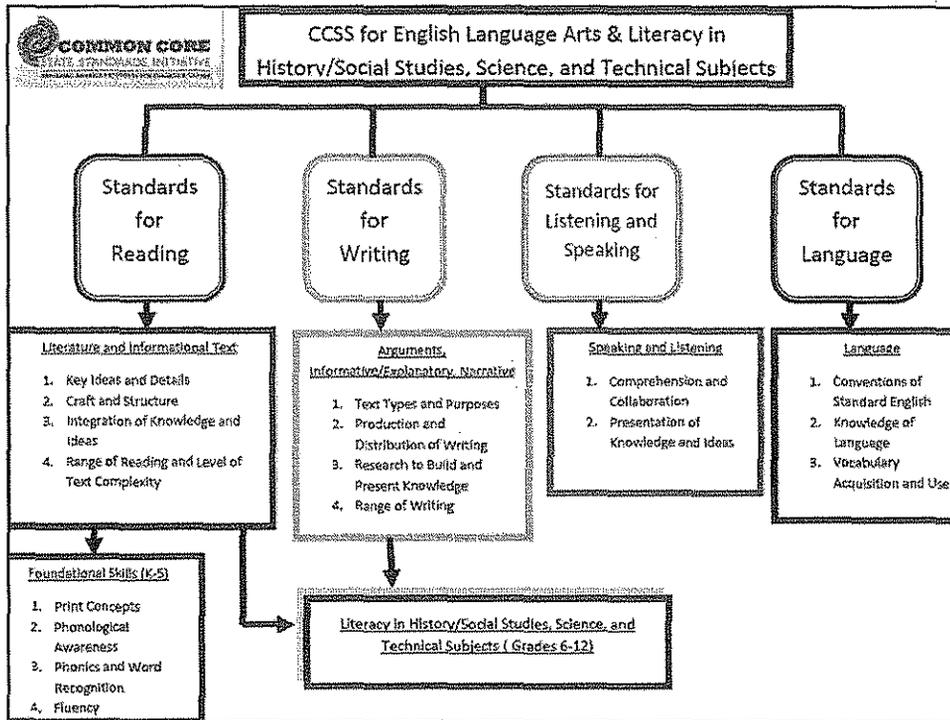
- * concepts of print,
- * the alphabetic principle, and other basic conventions of the English reading/writing system such as spelling, fluency, and word analysis.
- * skills defined are expected to be mastered by the end of the school year.

* See Appendix A pages 17-22

* These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

* Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

* Foundational Skills



* English Language Arts Standards Reading: Foundational Skills

- * Print Concepts (K-1)
- * Phonological Awareness (K-1)
- * Phonics and Word Recognition (K-5)
- * Fluency (K-5)

* Foundational Skills

The most important instructional considerations for those who teach young children according to the CCSS are:

- *1. "...foundational skills are not an end to themselves; rather they are necessary components of an effective, comprehensive reading program designed to develop proficient readers..." CCSS p. 15
- *2. "Instruction should be differentiated: good readers [emergent readers] will need much less practice.... than struggling readers will" CCSS p. 15
- *3. "The point is to teach students what they need to learn and not what they already know-" CCSS p.15

* Instruction of Foundational Skills

- *Foundational Skills should be integrated with the other English Language Arts strands.
- *Foundational Skills should be taught in meaningful, focused, developmentally appropriate contexts and not via didactic teaching of isolated skills.
- *Foundational Skills are the foundation for proficient readers and necessary components of a comprehensive reading program.
- *Foundational Skills should be differentiated: good readers will need much less practice than struggling readers.



“Stop asking me if we’re almost there!
We’re *nomads*, for crying out loud!”

* **GRADE LEVEL Foundational Skills Standards**

* Next steps - grade level meetings

* Questions

* Comments



*Activity

CCSS Reading Foundational Skills Standards for Grade 4

Identify the "Big Picture"

What do ALL students need to know and be able to do? Standards

How do we teach so that all students will learn? Instruction

How will we know if they have learned it? Assessment

What will we do if they don't know or they come to us already knowing? Differentiation and Enrichment

Not applicable Reading Foundational Skills: *Print Concepts and Phonological Awareness*

Reading Foundational Skills - *Phonics and Word Recognition*

3. Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

What students need to know-knowledge	What students need to be able to do-skills	Practices/Strategies for Teaching	Options for Assessment (Formative/Benchmark/Summative)

GENERAL INFORMATION ABOUT THE FOOD SERVICE GRANT

Background and Purpose

Section 238 of June 12 Special Session Public Act 12-1 authorizes the Connecticut State Department of Education (CSDE) to provide funds for the School Nutrition Rating System Pilot Program. The purpose of the School Nutrition Rating System Pilot Program is to provide competitive grants to local or regional boards of education to adopt and implement a nutrition rating system that 1) provides information on the nutritional value of food provided to students in the school cafeteria to guide student food choices at school; and 2) assists local and regional boards of education in food service decisions relating to the procurement of foods for schools.

Grant Period

The grant period includes school years 2012-13 and 2013-14. For school year 2012-13 (year 1), the pilot will begin on November 1, 2012. For school year 2013-14 (year 2), the pilot will end on June 30, 2014.

All funds must be obligated by June 30, 2013. There are no exceptions or waivers to this requirement.

Eligible Applicants

An eligible applicant means a local or regional board of education submitting an application on its own or a group of boards of education submitting an application together that has at least one elementary school, one middle school and one high school located in the school district or districts. Applicants must also meet the following criteria to be eligible:

- The district participates in the National School Lunch Program (NSLP).
- The district participates in healthy food certification (HFC) under Section 10-215f of the Connecticut General Statutes (C.G.S.) for both school years of the pilot (2012-13 and 2013-14). For more information, see the CSDE's [HFC](#) Web site.
- The district has submitted or will submit to the CSDE by November 1, 2012, a HeathierUS School Challenge (HUSSC) application for each school that will be part of the School Nutrition Rating System Pilot Program. For more information, see the USDA's [HUSSC](#) Web site.

If two or more local or regional boards of education apply as a group, the application must designate a lead district for the pilot. The lead district will be the grantee and will receive all funds. The lead district will also be responsible for communicating with the CSDE and submitting all reports. Group applicants must submit the commitment letter in Appendix G.

Appendix A
RFP #401
Public Act 12-1
August 2012

COVER PAGE
Connecticut State Department of Education
School Nutrition Rating System Pilot Program (2012-13)

This application is for (*check one*):

single applicant (one local or regional board of education)

X group applicant (two or more local or regional boards of education)
Each district in a group application must complete its own cover page.

If group applicant, indicate lead district: Mansfield Public Schools

District Name: Mansfield Public Schools

Sponsor Agreement Number (for the USDA Child Nutrition Programs): 07800

Total Student Enrollment: 1350

Contact Person: Kerah Henebery, RD Title: Nutrition Educator

Address: Mansfield School Food Service, MBOED, 4 South Eagleville Rd.

City: Storrs State: CT Zip: 06268

Phone: (860) 429- 7824 Fax: (860) 429 - 3379

E-mail: Kerah.henebery@gmail.com

Did the district certify "yes" to healthy food certification for 2012-13? X yes no

Will the district certify "yes" to healthy food certification for 2013-14? X yes
no

I, the undersigned authorized chief administrative official of this agency, submit this application on behalf of the participating agency, attest to the appropriateness and accuracy of the information contained herein, and certify that this application, if funded, will comply with all pilot requirements and that the Statement of Assurances and all other assurances made herein will be fully implemented.

Name: Fredrick Baruzzi Title: Superintendent

Authorized Representative

Signature: _____ Date: September 26, 2012

Authorized Representative

Appendix A
RFP #401
Public Act 12-1
August 2012

COVER PAGE
Connecticut State Department of Education
School Nutrition Rating System Pilot Program (2012-13)

This application is for (*check one*):

single applicant (one local or regional board of education)

X group applicant (two or more local or regional boards of education)
Each district in a group application must complete its own cover page.

If group applicant, indicate lead district: Mansfield Public Schools

District Name: Region 19

Sponsor Agreement Number (for the USDA Child Nutrition Programs): 07800

Total Student Enrollment: 1220

Contact Person: Kerah Henebery, RD Title: Nutrition Educator

Address: Mansfield School Food Service, MBOED, 4 South Eagleville Rd.

City: Storrs State: CT Zip: 06268

Phone: (860) 429- 7824 Fax: (860) 429 - 3379

E-mail: Kerah.henebery@gmail.com

Did the district certify "yes" to healthy food certification for 2012-13? X yes no

Will the district certify "yes" to healthy food certification for 2013-14? X yes no

I, the undersigned authorized chief administrative official of this agency, submit this application on behalf of the participating agency, attest to the appropriateness and accuracy of the information contained herein, and certify that this application, if funded, will comply with all pilot requirements and that the Statement of Assurances and all other assurances made herein will be fully implemented.

Name: Bruce Silva Title: Superintendent
Authorized Representative

Signature: _____ Date: September 26, 2012
Authorized Representative

**Appendix B
PROPOSAL FORMAT**

1. Objectives:

- a. Educate students, parents, teachers and food service staff on the importance of balanced eating and how to interpret the NuVal Nutrition Rating System in order to guide them toward the selection of higher nutritional valued meal options.
- b. Successfully implement the NuVal Rating System into the Mansfield School District by providing information on the nutritional value of food in order to guide more nutritious student food choices at school.
- c. Partner with community organizations familiar with NuVal, like Big Y, in order to engage and educate parents on ways to provide their families with nutritionally sound meals and snacks at home.
- d. Provide results of this pilot study to local and regional boards of education in order to guide food service decisions relating to the procurement of nutritious foods for schools and also to provide a road map for future school systems that wish to implement nutrition rating systems.

2. Participating Schools: SEE APPENDIX C.

3. Pilot Team: SEE APPENDIX D. Nutrition Educator, Kerah Henebery, will serve as the team leader and primary contact person for the other team members. The pilot team will work together as a resource and support system. The goal of this pilot team is to effectively provide feedback to one another and use each other's expertise and knowledge to successfully implement the pilot program.

4. Partnerships:

- a. Mansfield Public Schools: In the event of reduced or no funding in the second year, it would be expected that Mansfield Public Schools would provide enough support to maintain the project and complete the data collection.
- b. Living Well Eating Smart Wellness Team for Big Y: Big Y dietitians, who have become experts on the NuVal system after implementing the nutrition ratings in their grocery stores, will be able to provide nutrition education and community resources for the families of Mansfield to bridge the gap between school meals and the food students are consuming with their families at home.
- c. University of Connecticut: Mansfield Public Schools has built a strong rapport with the Coordinated Dietetic Program at the University over the years by pairing dietetic students with community/school food service nutrition projects in the school district. If awarded this grant, our team will continue to provide opportunities for dietetic students/interns to assist with this project development and implementation.

5. Nutrition Rating System:

- a. The NuVal nutrition rating system (www.nuval.com) is the instrument of choice for the Mansfield pilot. The reasoning behind this selection is it is already used in grocery stores, it has some familiarity to the public (student) consumer and has a reasonable range of options that can be converted to school meals. In Mansfield, we have already had the Big Y Dietitian, Carrie Taylor, as a guest speaker to PTO groups to begin the education process on the NuVal rating system. Since there is already consumer interest in this rating system, it is a logical method to pursue as both an instrument to use as a buying mechanism and an educational tool.
 - i. NuVal Nutrition Scoring System was invented by a team of leading medical, nutrition, and public health experts who were passionate about proving a method for consumers to easily and quickly identify healthy food options in the grocery store. NuVal currently operates in numerous grocery store chains (i.e. Big Y and Price Chopper) and will begin implementation in Derby, CT schools in October 2012. The team has developed an algorithm that uses published scientific evidence, Institute of Medicine's Dietary Reference Intakes and Dietary Guidelines for Americans to quantify the presence of more than 30 nutrients – including vitamins, minerals, fiber, and antioxidants; sugar, salt, trans fat, saturated fat, and cholesterol. NuVal scores food on a scale of 1-100 ($\text{Numerator} \div \text{Denominator} = \text{Score from 1-100}$). The higher the score, the more nutritionally sound the food. Nutrients in the food with generally favorable effects on health are placed in the numerator and increase the overall NuVal score. Numerator values include: fiber, folate, vitamin A, vitamin C, vitamin D, vitamin E, vitamin B12, vitamin B6, potassium, calcium, zinc, omega-3 fatty acids, total bioflavonoids, total carotenoids, magnesium, and iron. Nutrients with unfavorable effects on health are placed in the denominator of the equation and will therefore decrease the overall NuVal score. Denominator values include: saturated fat, trans fat, sodium, sugar, and cholesterol. Also taken into account in the algorithm and effect overall score are protein quality, glycemic load, fat quality, and energy density.
 - ii. Just like in the grocery stores, a NuVal score will be made visible by the food item in the school cafeteria so that the student will be able to make an informed decision about what he/she will choose for their meal that day. All food/beverages being served will be scored.
- b. The rating system will coordinate with Connecticut Nutrition Standards because it will allow a way for students to easily identify nutritionally dense foods that will generate higher NuVal scores like whole grains, fruits, vegetables, low-fat/nonfat dairy products, lean meats, legumes, nuts and seeds and will also highlight foods that contain may contain unwanted saturated fats, sodium and added sugars with a low NuVal score. This way, students are making informed decisions about what they are eating and will hopefully choose foods that have more health benefits. The rating system will also coordinate well with the HealthierUS School Challenge (HUSSC) because it will empower the school district to continuously improve the nutrition quality of their food selections offered and it will also be an

avenue for nutrition education to improve the health of the children in the school system.

- c. The NuVal system algorithm accounts for the type and quality of fat in the food item being assessed. Due to this, nutrient-dense foods that are high in healthy fats (unsaturated fats and omega-3 fatty acids) will help increase the overall score, while foods that have unhealthy fats (saturated fats) will lead to lower overall NuVal scores. Naturally occurring sugars are omitted from the algorithm and do not affect the overall NuVal score. This is why you will see some fruits receiving a score of 99 or 100. Only foods with added sugars are accounted for and will ultimately lower a NuVal score.
- d. Identifying the schedule for implementation: See Timeline (#10).
- e. The results of this pilot study will provide guidance for the CSDE by identifying the types of foods the children are consuming and the nutrition scores of those food items. NuVal has the capacity to score items supplied by suppliers/vendors to food service. When food service staff can compare the scores of different items, they can choose the healthiest options. Eventually districts could share this information to ensure that only the highest scoring foods and ingredients make their way into the school system. This can be communicated to the CSDE by way of a buying guide.

6. Training and Education for School Staff:

- a. Training for school food service staff will begin promptly. The introduction of NuVal and educational material on the rating system will be presented by the nutrition educator to the staff during the November 2012 food service staff monthly meeting. Updates on the implementation of NuVal will occur at food service staff meetings to provide updates on the NuVal implementation and also to allow for open discussions to address any questions/comments/concerns of the staff. In-services will also be given under the direction and guidance of the food service director for both overall nutrition education and for informative sessions about the NuVal system and how it will affect their day-to-day work. Once NuVal scores have been computed by NuVal for each food item served, food service staff will need to be educated on how to display the NuVal scores for each meal. Evaluating the knowledge of the staff will be done through pre and post in-service tests. The nutrition educator will also conduct random audits at each school to monitor NuVal score implementation during school meals.
- b. Training for school personnel will include production of educational materials and handouts for teachers and administrators to be provided at information sessions at PTO meetings, information booths at the schools, and through newsletters. Evaluation can be done through questionnaires and surveys.

7. Nutrition Education for Students and Families:

- a. Nutrition education activities for students and families to include: nutrition information booths at open houses and other school events; NuVal and other nutrition related discussions to occur at least 1 annual PTO meetings per year; quarterly newsletters for the parents to include what NuVal consists of and how their children can use the rating system effectively in schools to choose nutritious meal selections and also how parents can effectively use the NuVal system in local grocery stores to provide more balanced, nutritionally dense meals at home; annual Big Y grocery store tours to assist students and parents choose healthy food items for meal preparation in the home (1-2 hours) geared toward all 3 school-age groups (P-4, 5-8, 9-12); bi-annual cooking demonstrations for students and families of all ages; healthy snack ideas booths at all 3 schools (1-2 hours) with interactive food demonstrations yearly (i.e. make your own nutritious trail mix or parfaits); send home healthy dinner ideas for parents with recipes; National Nutrition Month activities like drawing your favorite fruits and vegetables (elementary school), learning to plant your own vegetables (middle school) and nutrition jeopardy games in the classroom (high school); prizes awarded in the cafeteria for nutritious meal selections (all three schools); nutrition tips on the school website (geared toward high school students and parents); and promotion of active lifestyle and nutritious eating using the NuVal rating system through messages in PE class (all grades). Evaluation will be done through parents and student surveys.
- b. All new curriculum education concepts must come under review of the Mansfield Board of Education. In the second year of the grant, after completely vetting the rating system, the team will prepare a proposal for board consideration to add a component with the rating system in the health curriculum. After the system has been vetted, the Food Service director will make a proposal to the School Wellness Committee asking to add the rating system to the Wellness Policy.

8. Marketing Campaign:

- a. Advertising the implementation in booths at the schools, Kick-off events in the schools with information, games and prizes; NuVal age-appealing and specific posters to post around the schools and in the cafeterias; informational flyers to send home to parents; Big Y promotions of NuVal in the Mansfield community. Evaluating the effectiveness will be accomplished by parent-teacher outreach, teacher/parent surveys and discussions at PTO meetings.

9. Evaluation:

- a. Comparing pre and post food production records to evaluate whether more nutritious and high scored food options were purchased after implementation of the NuVal system with accompanied nutrition education.

Quantitative:

- i. A cycle menu is used. The cycle pre-intervention will be the control. The production records will be used for the documentation of the pre-intervention data.
 - ii. The first cycle menu post-intervention of the rating system will be the first point of evaluation using production records. Any change in participation will be documented.
 - iii. The second cycle menu post-intervention of the rating system will be the second point of evaluation using production records. Any change in participation will be documented.
 - iv. The third cycle menu post-intervention of the rating system will be the third point of evaluation using production records. Any change in participation will be documented.
 - v. To be sure changes were permanent, if intervention does lead to behavioral food selection change, there will be intermittent evaluation of the production records throughout the grant duration.
- b. Comparing pre and post student surveys/questionnaires to determine their overall nutrition and NuVal knowledge prior and after implementation of NuVal in the schools. Surveys will have to be age-specific and representative of the population.

Qualitative:

- i. In November and December of 2012 each participating student body from the pilot schools will be surveyed to assess previous knowledge of how to rate their food choices. Students will be provided with a short survey using a Likert scale or a Youth/Adolescent Questionnaire to grade their nutrition knowledge of existing school food choices.
- ii. Surveys will be tabulated and data will be analyzed to determine the baseline for students' perception of their knowledge of rating nutrition value of school food.
- iii. After implementation of the rating system and students have had training and opportunity to use the rating system a post survey will be administered that is identical to the original survey to compare the knowledge gained by the student participants. It is recognized that students in both pre-and post survey will need to be students who have

at least participated in training for the rating system if not use the school cafeteria.

- iv. After the pre-post survey data is collected it will be analyzed for changes in participation and other variables as assigned.
- c. The impact on food procurement activities will be evaluated by tracking the number of items in each school that rate a below a specific NuVal threshold score (to be determined by the education team). Those items will then be evaluated for opportunities to improve the nutritional content/NuVal score and recommendations will be made for item substitutions in the form of a buying guide.
- d. Statistical Analysis: SPSS software for Windows version 14.0 will be used to carry some statistical analyses. Paired student t- test will be used to assess change of NuVal scores and nutrient profiles from the food frequency questionnaires from baseline. A two- tailed α of less than 0.05 will be considered statistically significant.

10. Timeline:

Date	Activity	Person(s) Responsible
October 2012	1. Finalize plans with NuVal for implementation	Nutrition Educator
	2. Prepare NuVal education materials for food service staff, school personnel and families (i.e. flyers, hand-outs, etc.)	Nutrition Educator
November 2012	1. Initiation of nutrition analysis of all food and beverage items served at the 3 pilot schools	NuVal
	2. Introduce NuVal system to foodservice staff at monthly staff meeting.	Nutrition Educator and Food Service Co-Director
December 2012	1. Train and educate school personnel and teachers in all 3 schools on NuVal through information sessions, educational booths and newsletters. Evaluate training through survey/questionnaires.	Nutrition Educator, Teachers and Superintendents
	2. Introduce and discuss NuVal at PTO meeting.	Nutrition Educator
	3. Collect pre-NuVal food purchasing data by noting food purchases recorded through production records and also administering a survey/questionnaire for the students to gather baseline knowledge of Nu-Val rating system and basic nutrition.	Nutrition Educator, Food Service Co-Director and Teachers
	4. Display NuVal posters through schools and send home NuVal flyers for parents/families	NuVal and Nutrition Educator
	5. Prepare NuVal kick-off event for January.	NuVal, Teachers, Food Service Co-Director and

		Nutrition Educator
January 2013	1. Implement NuVal in all 3 pilot schools.	NuVal and Nutrition Educator
	2. Train/collaborate with managers for food purchasing decisions.	Food Service Directors and Nutrition Educator
	3. Provide NuVal information booths at the schools for all stakeholders: admin, teachers, staff, parents, community	Nutrition Educator
February 2013	1. Collect input from team members (superintendents, teachers, parent, student) to evaluate NuVal implementation.	Nutrition Educator and Food Service Directors
March 2013	1. Nutrition education activities to promote National Nutrition Month at each level; identifying and drawing fruits and vegetables (elementary school), planting seeds to learn about growing vegetables (middle school) and nutrition jeopardy games (high school)	Nutrition Educator
	2. Invite students, parents, staff to cooking demonstrations and/or healthy snack booths with food samples and activities to promote nutrition education	Nutrition Educator and Food Service Directors
April 2013	1. Prepare progress report for April deadline.	Nutrition Educator and Food Service Directors
May 2013	1. Provide nutrition recipe ideas for school staff and parents on how to incorporate seasonal fruits and vegetables into their favorite meals.	Nutrition Educator
	2. Invite Big Y Dietitians to come speak about how to effectively use the NuVal system to provide more nutritious meals for the families.	Big Y Dietitian
June 2013	1. Evaluate collected data for July progress report.	Nutrition Educator
	2. Collaborate with Big Y Dietitians to offer grocery store tours for nutrition education purposes.	Big Y Dietitian and Nutrition Educator
August 2013	1. Collaborate with NuVal to update them on any new menu revisions made for the new school year.	Nutrition Educator, Food Service Directors and NuVal
	2. Prepare NuVal education materials for food service staff, school personnel and families (i.e. flyers, hand-outs, etc.)	Nutrition Educator

September 2013	1. Train and educate school personnel and teachers on NuVal updates through information sessions, educational booths and newsletters.	Nutrition Educator, Teachers and Superintendents
	2. Re-Introduce NuVal system to foodservice staff at monthly staff meeting for newcomers and welcome feedback.	Nutrition Educator and Food Service Co-Director
	3. Evaluate production records for comparison purposes against pre-NuVal production records.	Nutrition Educator and Food Service Co-Director
	4. Prepare October progress report.	Nutrition Educator
October 2013	1. Send home Nu-Val information handouts for students and parents with results from last years pilot.	Nutrition Educator
	2. Collect input/feedback from team members (superintendents, teachers, parent, student) to evaluate NuVal implementation.	Nutrition Educator and Food Service Directors
	3. Provide information sessions for students/families, discuss and obtain feedback from parents/teachers at PTO meeting.	Nutrition Educator
November 2013	1. Collaborate with Big Y Dietitians to provide recipes, Big Y store specials and ways to use Nu-Val in the grocery store to choose more nutritious food items to be served for Thanksgiving dinner.	Nutrition Educator and Big Y Dietitian
	2. Send out first draft of buying guide to team members and food service directors.	Nutrition Educator and Food Service Directors
December 2013	1. Work on second draft of buying guide for food service school procurement.	Nutrition Educator and Food Service Directors
January 2014	1. Submit final draft of buying guide to team members and food service for review.	NuVal and Nutrition Educator
	2. Provide NuVal information booths at the schools for all stakeholders: admin, teachers, staff, parents, community	Nutrition Educator
February 2014	1. Invite Big Y Dietitian to speak about how students/parents can link school NuVal to Big Y NuVal.	Big Y Dietitian
March 2014	1. Nutrition activities to promote National Nutrition Month at each level; identifying and drawing nutritious snacks in classroom (elementary school); interactive booths for making salads fun and colorful (middle school), and interactive booths for how to choose healthy a la carte food items (high school)	Nutrition Educator

	2. Invite students, parents, staff to cooking demonstrations and/or healthy snack booths with food samples.	Nutrition Educator and Food Service Directors
April 2014	1. Nutrition education handouts and interactive booths to promote NuVal. Incorporate nutrition messages into PE class so students realize not only food, but a physically active lifestyle allows for optimal health.	Nutrition Educator and Teachers
May 2014	1. Collect input /feedback from team members (superintendents, teachers, parent, student) for final reports.	Nutrition Educator and Food Service Directors
	2. Provide healthy recipe ideas for school staff and parents on how to incorporate seasonal fruits and vegetables into their favorite meals.	Nutrition Educator
	3. Collaborate with Big Y Dietitians to offer grocery store tours for nutrition education purposes.	Big Y Dietitian and Nutrition Educator
	4. Collect post-NuVal food purchasing data by noting food purchases recorded through production records and also administering a post-NuVal survey/questionnaire for the students.	Nutrition Educator
June/July 2014	1. Evaluate collected data for preparation of July progress report and final report. Final report preparation and End of Pilot	Nutrition Educator and Food Service Directors

11. **Budget:** SEE APPENDIX E & F.

12. **Group Applicant Agreement:** SEE APPENDIX G.

13. **Statement of Assurances:** SEE APPENDIX I.

**Appendix C
PILOT SCHOOLS**

Indicate the name, grade level and number of students (enrollment) for each pilot school in the applicant district. In the last column, indicate the date that each school's HUSSC application was submitted or will be submitted to the CSDE.

	School	Grade Levels	Number of Students (Enrollment)	Date of HUSSC Application
1	Southeast Elementary School	P-4	257	pending
2	Mansfield Middle School	5-8	625	pending
3	E O Smith High (Region 19)	9-12	1220	pending
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22				

Attach additional pages of Appendix C if necessary.

Appendix D
TEAM MEMBERS

Identify all members of the district's team for the School Nutrition Rating System Pilot Program. The team must include: 1) food service director; 2) school administrator; 3) school nurse; 4) teacher; 5) student; 6) parent; and 7) community organization representative. Teams are also encouraged to include other individuals as appropriate to local needs.

	Team Member Name	Title	Signature	Date
1	Janice Mills	Co-Director Mansfield Food Service Director (Required)		
2	Fredrick Baruzzi	Superintendent Mansfield Public Schools School Administrator (Required)		
3	Lisa Eaton	A.E. Vinton School Nurse (Required)		
4	James Hendrick	Southeast Elementary Teacher (Required)		
5	Paul Ference	12 th grader- E.O. Smith Student Student (Required)		
6	Cathie Ference	E.O. Smith HS Parent (Required)		
7	Mary Jane Newman	Pre-School Director Community Organization (Required)		
8	Kerah Henebery	Nutrition Educator		
9	Beth Gankofskie	Co-Food Service Director		
10	Carrie Taylor	Big Y Living Well, Eating Smart Wellness Team Dietitian		
11	Bruce Silva	Superintendent Region 19		
12	Maureen Gagne	FS Manager/Big Y employee		
13				
14				
15				

**Appendix E
BUDGET FORM**

ED 114 FISCAL Year 2013

GRANT <input checked="" type="checkbox"/> CONTRACT <input type="checkbox"/>		
GRANTEE NAME: Mansfield Public Schools TOWN CODE: 07800		
GRANT TITLE: School Nutrition Rating System Pilot Program		
PROJECT TITLE: Making School Meals Count: Implementation of NuVal		
CORE-CT CLASSIFICATION: FUND: 11000 SPID: 10020 PROGRAM: 82079		
BUDGET REFERENCE: 2013 CHARTFIELD1: 170036		
GRANT PERIOD: 11/1/12-6/30/13		AUTHORIZED AMOUNT:
CODES	DESCRIPTIONS	BUDGET
100	Personal Services – Salaries	\$25,740
200	Personal Services – Employee Benefits	\$2,460
300	Purchased Professional and Technical Services	\$15,000
500	Other Purchased Services	_____
600	Supplies	\$4,000
800	Other Objects	\$2,800
	TOTAL	50,000

_____ Original Request Date

_____ Revised Request Date

State Department of Education
Program Manager Authorization

_____ Date of Approval

Appendix F

Budget Narrative

Provide a *detailed description* of the proposed use of funds for each line item amount listed on the budget page and include the basis for determining these amounts.

Budget Code	Description (<i>Be Specific</i>)	Amount
100	Nutrition Educator-Lead Team Member Nutrition Educator: Kerah Henebery, Nutrition Educator, Lead Team Member: This person will be responsible for coordinating the project, researching, implementing and evaluating the rating system, educating and developing training/nutrition materials (First year: 8 months X 20 days X 5.5 hours X \$ 28.00) =	\$25,000
100	Payment for 23 food service staff to attend 2 hours of training on implementing the NuVal nutrition rating system (23 people @ 2 hours each @ \$16 per hour) =	\$740
200	Kerah Henebery benefits: Social Security and mileage; (7.65% x 25K= \$1,912) + (.54 cents X 1000 miles = \$540.00) =	\$2,460
300	NuVal Rating System and implementation/technical assistance (Quote obtained from NuVal)	\$15,000
600	Printing of educational handouts on the nutrition rating system for distribution to students, families and staff. Printing of marketing materials, signs/posters and NuVal score tags. (Quote obtained from NuVal's production company) =	\$4,000
800	Marketing Tools (i.e. NuVal shirts, balloons, food items for launch parties, etc.)	\$1,100
800	Food for Food Demonstrations and Nutrition Booths for Parents and Faculty (\$200 x 3 schools x 2 functions) =	\$1,200
800	SPSS software for Windows version 14.0 for analyzing data	\$500

**Appendix G
Group Applicant Agreement**

Complete for group application only (two or more local or regional boards of education).

Lead District

District Name: Mansfield Public Schools

I, the undersigned authorized chief administrative official of this agency, agree that my school district will serve as the lead district in partnership with the district(s) listed below to fully implement all requirements of the School Nutrition Rating System Pilot.

Name: Fredrick Baruzzi Title: Superintendent
Authorized Representative

Signature: _____ Date: 9-26-12
Authorized Representative

Partner District 1

District Name: Region 19-E.O. Smith High School

I, the undersigned authorized chief administrative official of this agency, agree that the school(s) listed in Appendix C will partner with the lead district and any other partner districts specified in this agreement to fully implement all requirements of the School Nutrition Rating System Pilot.

Name: Bruce Silva Title: Superintendent
Authorized Representative

Signature: _____ Date: 9-26-12
Authorized Representative

Partner District 2 (if applicable)

District Name: _____

I, the undersigned authorized chief administrative official of this agency, agree that the school(s) listed in Appendix C will partner with the lead district and any other partner districts specified in this agreement to fully implement all requirements of the School Nutrition Rating System Pilot.

Name: _____ Title: _____
Authorized Representative

Signature: _____ Date: _____
Authorized Representative

Partner District 3 (if applicable)

District Name: _____

I, the undersigned authorized chief administrative official of this agency, agree that the school(s) listed in Appendix C will partner with the lead district and any other partner districts specified in this agreement to fully implement all requirements of the School Nutrition Rating System Pilot.

Name: _____ Title: _____
Authorized Representative

Signature: _____ Date: _____
Authorized Representative

Attach additional pages of Appendix G if necessary.

Appendix I
Statement of Assurances

CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: School Nutrition Rating System Pilot Program

THE APPLICANT:

HEREBY ASSURES THAT:

Mansfield Public Schools

(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;

- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

- 1) References in this section to "contract" shall mean this grant agreement and references to "contractor" shall mean the Grantee.

For the purposes of this section, "Commission" means the Commission on Human Rights and Opportunities.

For the purposes of this section "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise and (3) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "Good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

- 2) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the state of Connecticut. The contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved; (b) the contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (c) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the contractor agrees to

comply with each provision of this section and sections 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor as relate to the provisions of this section and section 46a-56.

3) Determination of the contractor's good faith efforts shall include but shall not be limited to the following factors: the contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

5) The contractor shall include the provisions of section (2) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.

7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment

practices and procedures of the contractor which relate to the provisions of this section and section 46a-56.

8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent Signature: _____

Name: *(typed)* Fredrick Baruzzi _____

Title: *(typed)* Superintendent _____

Date: 9-26-12 _____

DRAFT
MANSFIELD BOARD OF EDUCATION
2013 Meeting Dates
Council Chambers
(unless otherwise noted)
7:30 p.m.

Thursday, January 24, 2013
Goodwin School

Thursday, January 31, 2013
Mansfield Middle School

Thursday, February 7, 2013
Vinton School

Thursday, February 21, 2013
Southeast School

Thursday, March 14, 2013

Thursday, April 11, 2013

Thursday, May 9, 2013

Thursday, May 23, 2013
(Workshop - TBD)

Thursday, June 13, 2013

Tuesday, July 9, 2013
(Workshop - TBD)

Thursday, September 12, 2013

Thursday, September 26, 2013
(Workshop - TBD)

Thursday, October 10, 2013

Thursday, October 24, 2013

Thursday, November 14, 2013

Thursday, December 12, 2013

Board members are requested to reserve the fourth Thursday in each month if an additional Board or sub-committee meeting is needed.

Adopted by the Board Education on

MANSFIELD PUBLIC SCHOOLS
Group Test Results
2011-2012
Executive Summary

The purpose of this executive summary is to provide in a succinct manner the most salient points related to the Mansfield Public Schools Group Test Report.

- Group test results provide both individual scores and summary results, which serve both the individual, needs of students as well as provide district feedback on program effectiveness in selected curriculum areas.
- District testing in grades three, four, five, six, seven, and eight involves an extremely high percentage of all eligible students.
- Scientifically Research Based Intervention (SRBI) programs are implemented at each elementary school and the middle school based on data from both local and State assessments.
- To maximize student readiness, this is the eighth year of implementing a full day kindergarten program and the fourth year of expanding our preschool program enrollment.
- Connecticut Mastery Test Fourth Generation scores in grade three, four, five, six, seven, and eight indicate the following:
 - Participation rates on grade level tests are high (99.3%).
 - A substantial percentage of students achieved an advanced level score (26.6%-56.1%).
 - A low percentage of students achieved either a basic or below basic score (0% - 10.5%).
 - Approximately two thirds (66.7%) of all students reached or exceeded the state goal on all tests (59.2% - grade 3) (71.9% - grade 4) (56.8% - grade 5)(80.0% - grade 6) (67.4% - grade 7) (65.1% - grade 8)
 - District scores exceeded the state average in each grade and in each area tested.
 - Data from other school districts including Type of Community and District Reference Groups will be reviewed for possible enhancement of our instructional program.
 - Continued staff emphasis on addressing individual student needs in the regular classroom (Tier I), as well as through support services (Tier II, Tier III), will be needed for students not achieving the state goal on one or more tests.
 - Sub-group data regarding special education indicates that non-special education students consistently outscored special education students regardless of grade and/or subtest.
 - Sub-group data regarding socioeconomic status indicates students not receiving free/reduced lunch consistently outscored students receiving free/reduced lunch regardless of grade and/or subtest.
 - Sub-group data regarding gender indicates that in mathematics males scored higher in three grades with females scoring higher in the other three grades; females exceeded males in writing in five of the grades tested; females exceeded males in five of six grades tested in reading; and in science, males scored higher in one grade and females scored higher in the other.
 - Sub-group data regarding ethnicity indicates a consistent pattern of achievement by grade level, but varied patterns of achievement between grade levels due to small number of students.
 - Matched scores which compare student performance on the Connecticut Mastery Test over two consecutive years indicate that most students maintain or increase their level of performance.

Connecticut Mastery Test - Fourth Generation Results 2011-2012

Gr.		MATHEMATICS		WRITING		READING		SCIENCE	
		# of Students	%						
3	Advanced	55	45.1	43	34.4	39	31.7	N/A	N/A
	Goal	45	36.9	47	37.6	49	39.8	N/A	N/A
	Proficient	17	13.9	25	20.0	19	15.4	N/A	N/A
	Basic	2	1.6	4	3.2	6	4.9	N/A	N/A
	Below Basic	3	2.5	6	4.8	10	8.1	N/A	N/A
	Total	122	100	125	100	123	100	N/A	N/A
Percent of Change		-2.6	N/A	-6	N/A	+9	N/A	N/A	N/A
4	Advanced	72	53.7	59	43.7	47	35.3	N/A	N/A
	Goal	39	29.1	48	35.6	60	45.1	N/A	N/A
	Proficient	14	10.4	17	12.6	13	9.8	N/A	N/A
	Basic	4	3.0	5	3.7	3	2.3	N/A	N/A
	Below Basic	5	3.7	6	4.4	10	7.5	N/A	N/A
	Total	134	99.9	135	100	133	100	N/A	N/A
Percent of Change		+2.7	-1.8	+3.8	+6.7	+5.0	+8.0	N/A	N/A
5	Advanced	64	43.8	40	27.6	38	26.6	63	43.2
	Goal	57	39.0	61	42.1	66	46.2	54	37.0
	Proficient	15	10.3	26	17.9	16	11.2	16	11.0
	Basic	6	4.1	10	6.9	8	5.6	11	7.5
	Below Basic	4	2.7	8	5.5	15	10.5	2	1.4
	Total	146	99.9	145	100	143	100.1	146	100.1
Percent of Change		-5.9	+2.7	-9.0	+3.2	-5.9	-2.6	-5.0	N/A
6	Advanced	73	52.1	78	56.1	51	36.4	N/A	N/A
	Goal	48	34.3	47	33.8	70	50.0	N/A	N/A
	Proficient	15	10.7	10	7.2	12	8.6	N/A	N/A
	Basic	2	1.4	3	2.2	3	2.1	N/A	N/A
	Below Basic	2	1.4	1	0.7	4	2.9	N/A	N/A
	Total	140	99.9	139	100	140	100	N/A	N/A
Percent of Change		+7.8	-2.3	+14.9	+11.2	+8.6	+7.7	N/A	N/A
7	Advanced	61	43.6	55	39.3	63	45.0	N/A	N/A
	Goal	50	35.7	55	39.3	59	42.1	N/A	N/A
	Proficient	21	15.0	20	14.3	9	6.4	N/A	N/A
	Basic	4	2.9	8	5.7	5	3.6	N/A	N/A
	Below Basic	4	2.9	2	1.4	4	2.9	N/A	N/A
	Total	140	100.1	140	100	140	100	N/A	N/A
Percent of Change		+2.5	+7	-3.0	+3.6	+4.9	+9.3	N/A	N/A
8	Advanced	56	38.6	57	39.3	67	46.5	50	34.2
	Goal	51	35.2	61	42.1	55	38.2	64	43.8
	Proficient	32	22.1	21	14.5	10	6.9	14	9.6
	Basic	6	4.1	5	3.4	5	3.5	9	6.2
	Below Basic	0	0.0	1	0.7	7	4.9	9	6.2
	Total	145	100	145	100	144	100	146	100
Percent of Change		-6.2	-3.0	-2.3	+5.8	-8	+2.5	-11.0	N/A

* Percentage +/- changes from last year's students at a given grade to this year's students at that grade.

** Percentage +/- change from the same group of students from last year's test to this year's test.

- The district has implemented a revised district assessment plan to include the specific assessment, purpose of the assessment, group to take the assessment, time of year taken, and number of times taken will take place given changes to the Connecticut Mastery Test and the development of Response to Intervention (RTI)/Scientific Research Based Intervention (SRBI) progress monitoring assessments.
- A district review of all aspects related to the Mathematics and Language Arts Programs and their alignment to the CMT 4th Generation and the Common Core State Standards (CCSS) will be conducted by district K-8 staff.
- The mechanics of test administration will be reviewed with all appropriate staff to maximize student achievement. This process will consist of building-level discussions to review both the sequence and timing of individual subtests, as well as state requirements, involving the use of online testing for selected subgroups of students on selected tests.
- Differentiated Instruction will be used as a catalyst to insure that regular classroom instruction expands its focus on pre-assessment, selective remediation and/or reinforcement for identified students, as well as appropriate challenge activities for students demonstrating a high level(s) of achievement.
- Science teachers address the recommendations resulting from the program review during the 2010-2011 school year to include review the State of Connecticut grade level expectations in light of our K-8 scope and sequence in order to prepare students for a CMT science test which is administered in grades five and eight.
- A revised Language Arts Curriculum continues to be implemented this year which aligns with State of Connecticut Frameworks and Connecticut Mastery Test objectives and will provide a transition to Common Core State Standards.
- A revised K-8 Mathematics Curriculum continues to be implemented this year, which aligns with State of Connecticut Frameworks and Connecticut Mastery Test objectives and will provide a transition to Common Core State Standards.
- Building principals will develop, recommend, and implement additional supplemental programs for students not at goal in one or more areas in an effort to increase student confidence, motivation to learn and student achievement in the regular classroom, and in future assessments.
- Language Arts Consultant and Coaches will recommend specific grade level instructional strategies to address objectives with district scores less than 80%.
- Mathematics Consultant will recommend specific grade level instructional strategies to address objectives with district scores less than 80%.
- Literacy How Strategies will be implemented with all K, 1, 2, and 3 teachers to provide instructional strategies and formative assessments to assist both regular classroom teachers and support service staff on the identification and instruction of reluctant readers.
- Mansfield Middle School mathematics teachers will focus on a targeted number of Connecticut Mastery Objectives which a numbers of students have struggled.
- District will continue the development and use of a software product which will allow staff to review individual and group progress in Mathematics, Reading, and Writing for pk-8.

- Professional development time will be devoted to extending and strengthening staff knowledge and abilities regarding Tier I instruction, Response to Intervention/Scientific Research-Based Interventions (RTI/SRBI), data teams, and Connecticut Accountability for Learning Initiative (CALI modules).
- The Connecticut State Department of Education's adoption of the Common Core State Standards (CCSS) in Language Arts and Mathematics will require revision of our current grade level objectives to insure that students are prepared for future state and/or national assessments.
- District and school level data teams will review formative, interim, and summative assessment data as it relates to both the Connecticut Mastery Test and the Common Core State Standards.
- The CPM: *Core Connections Series* mathematics program will be implemented in grades six, seven, and eight to address Common Core State Standards, which in the future (2015-2016) will be measured by the Smarter Balanced Assessment and essential skills measured in the Connecticut Mastery Test.
- The Language Arts program will be reviewed by an outside consultant with a focus on curriculum, instruction, and assessments which would enhance our efforts to meet the needs of all children.
- The Mansfield Public Schools will devote significant professional development time and resources to the implementation of a successful transition from the Connecticut Mastery Test to the Smarter Balanced Assessment.
- The district and schools will review unique challenges related to all students currently enrolled who are not at goal or advanced in all tested areas and attempt to address individual student needs while maintaining the breadth of our program for each individual to the extent possible.
- The district will examine attendees to a voluntary school program with a focus on engagement and achievement for students not at goal in all subject areas.

Students At/Above Goal Level on the Content Areas of Mathematics, Writing, Reading and Science

Current Grade	Tested Grade	0 #/%	1 #/%	2 #/%	All 3 #/%	All 4 #/%	Total Test Issues*	Total # of Students/% of Total
4	3 (125)	17/13.6	12/9.6	22/17.6	74/59.2	n/a	97	51/40.8
5	4 (135)	14/10.4	14/10.4	10/7.4	97/71.9	n/a	80	38/28.1
6	5 (146)	14/9.6	11/7.5	14/9.6	24/16.4	83/56.8	141	63/43.1
7	6 (140)	6/4.3	13/9.3	9/6.4	112/80.0	n/a	53	28/20.0
8	7 (141)	11/7.8	12/8.5	23/16.3	95/67.4	n/a	80	46/32.6
9	8 (146)	15/10.3	7/4.8	13/8.9	16/11.0	95/65.1	123	51/34.9

* Students needing to reach goal in one, two, or three subject areas.

Mansfield Public Schools: Board of Education Goals – 2012-2013

1) Help every student to be a confident and successful learner.

a) Engage and motivate every student.

Sample Strategies:

- Develop strong relationships with students and parents, knowing and understanding them as individuals and caring for each child
- Provide classroom instruction that addresses the full range of intelligences and learning styles
- Provide before, during, and after-school activities that address a wide variety of interests and needs
- Provide students with feedback and reinforcement regarding their learning

Sample Evidence:

- Progress report/report card effort grade summaries
- Extracurricular activities program and attendance data
- Documentation of participation in activities and programs
- Documentation of student work completion

b) Improve, as appropriate, the mathematics, reading, science, and writing skills of every student.

Sample Strategies:

- Continue direct instruction for skill development
- Conduct frequent review of student work by grade level/subject teachers and support staff
- Continue Response to Intervention/Scientific Research-Based Interventions (RTI/SRBI) procedures
- Continue teaching and time management strategies
- Provide remedial instruction, as needed, through a wide variety of Support Services

Sample Evidence:

- Review RTI/SRBI data regarding Tier II, III, and special education students related to interventions and progress
- Review Connecticut Mastery Test (CMT) scores (as part of district testing report)
- Provide data on district reading, writing, mathematics, and science achievement to include EO Smith High School.

c) Ensure student safety, health, physical, and emotional well-being.

Sample Strategies:

- Provide staff training in precautions and response
- Provide direct student instruction through health program
- Conduct program review of our Human Development and Health Education curriculum
- Conduct Crisis Response Drills
- Conduct Table Top exercises with key building staff and local fire and police officers
- Maintain state requirements regarding bullying
- Conduct dental health program at each school
- Conduct parent, staff, and student climate surveys and develop plans to address identified needs

Sample Evidence:

- Provide school student accident data
- Provide selected school health data
- Provide school climate data required by the CT State Department of Education.
- Provide school and district plans regarding school climate.

d) Preserve and support the full breadth of the District's program.

Sample Strategies:

- Provide adequate staff, time, and financial resources to support the full breadth of the district's program
- Provide challenging and engaging classroom instruction in music, art, world languages and physical education
- Provide enrichment opportunities in all curriculum areas
- Provide opportunities for students to perform in the arts and sports
- Provide opportunities for students to explore cultures and technologies as they engage in 21st century citizenship

Sample Evidence:

- Review district data regarding staffing, time, and financial resources allocated to programs
- Document students' participation and accomplishments in areas listed above to include cultural diversity.

e) Encourage the civic engagement of students.

Sample Strategies:

- Continue current events instruction to provide opportunities for students to get involved
- Provide meaningful opportunities for student involvement in important decisions through both informal means, as well as through student government
- Provide opportunities for student involvement in kindness, conservation and charity efforts
- Continue and support the Dorothy C. Goodwin Bequest Fund.
- Continue instructional programs that promote civic engagement in the curriculum

Sample Evidence:

- Document number of students who engage in kindness, conservation and/or civic projects
- Document student involvement in decisions
- Document students' participation in student government and instructional programs

f) Maintain a systematic review of all program offerings.

Sample Strategies:

- Continue District Curriculum Activity 2011-2015
- Solicit review and resolve to the extent possible program offering issues

Sample Evidence:

- Review curriculum council goals and current challenges
- Review consultant recommendations regarding all program offerings

g) Involve and engage a wide variety of parents/guardians in the education of their children.

Sample Strategies:

- Continue practice of inviting a parent/guardian to sit on certified staff searches
- Keep parents/guardians informed and involved by frequent and timely communication
- Invite parent participation in sharing student work and/or accomplishments

Sample Evidence:

- Review search committee participation
- Monitor frequency of communication used by teachers, principals, schools, and district
- Individual parent replies regarding involvement and/or engagements

h) Obtain and maintain National Association for the Education of Young Children (NAEYC) accreditation, as well as review, evaluate, and maintain an expanded preschool program to address the needs of early learners.

Sample Strategies:

- Complete self-assessment
- Prepare for site visit
- Implement accredited program

Sample Evidence:

- Procured accreditation

i) Address the need to align our current Language Arts/ Reading and Mathematics curriculum with the Common Core State Standards (CCSS).

Sample Strategies:

- Implement district plan – year 1
- Solicit feedback from constituent groups
- Develop district plan – year 2

Sample Evidence:

- Document degree of success in implementing year 1 plan
- Document specific needs to be addressed year 2

- j) Select an anthology which addresses the CCSS and provides a strong pk-6 Language Arts/Reading foundation.
- Sample Strategies:
- Develop & implement a review process inviting the Language Arts Council
 - Recommend a plan for implementation
 - Implement the plan
- Sample Evidence:
- Review recommendation from the Language Arts Council
 - Review feedback from Language Arts program evaluation
 - Review plan for implementation
- k) Integrate current technology in a value added way to the instructional program as well as use it to extend student learning of both subject matter and appropriate use of technology.
- Sample Strategies:
- Continue instructional program technology to enhance classroom instruction
 - Continue instructional program technology to extend student learning beyond the regular school day
- Sample Evidence:
- Determine effort regarding the school day
 - Document efforts regarding outside the school day
- l) Explore and develop additional support services for those students in need of community and/or health services.
- Sample Strategies:
- Collaborate with town, state, federal, and other agencies to provide comprehensive services to students in need
- Sample Evidence:
- Review services provided to students with specific needs
- m) Review recommendations from all sources and Continue best practices as appropriate.
- Sample Strategies:
- Continue program evaluations as outlined
 - Conduct Professional Learning Communities at schools
 - Implement District Common Core State Standards Plan – year 1
- Sample Evidence:
- Review changes made as the result of program evaluations
 - Conduct Professional Learning Communities at schools
 - Review changes made as the result of District Common Core State Standards Plan – year 1
- II) Attract, hire, support, and retain qualified and motivated professional staff.
- a) Facilitate and encourage a positive, professional learning community.
- Sample Strategies:
- Promote the Mansfield Public Schools to highly qualified educators
 - Participate in local and/or regional recruiting opportunities
 - Continually review and/or refine staff selection process
 - Provide an induction program to support teachers new to Mansfield and to promote their professional development
 - Continue professional development based on individual/group needs
- Sample Evidence:
- Provide data on recruiting and retention
 - Provide data on specific professional development growth opportunities offered
- b) Recognize teacher and staff effort and success regularly.
- Sample Strategies:
- Recognize teachers and staff for effort and/or success
- Sample Evidence:
- Provide data on methods of recognition
- c) Foster a climate of respect at all levels.
- Sample Strategies:
- Model a climate of respect at the classroom, grade level, school, and district level
 - Provide opportunities for all staff to increase their skills regarding a climate of respect

- Promote positive student interactions in classrooms & public spaces

Sample Evidence:

- Review examples of respect between all levels
- Provide data on professional development opportunities to staff on this topic
- Share observations of students in public situations (e.g., field trips, concerts, special events)

- d) Maintain quality educational programs at multiple sites while adjusting staff levels and resources despite increase and/or decrease in overall enrollment.

Sample Strategies:

- Review program staffing monthly as part of the budget process

Sample Evidence:

- Review staffing levels and program offerings

- e) Address school/district leadership issues to maintain and surpass current levels of student achievement.

Sample Strategies:

- Retain current leaders
- Provide opportunities for current staff development and/or exhibit leadership

Sample Evidence:

- Retention of school/district leadership
- Provide results of leadership searches

- f) Integrate current technology in a value added way to the instructional program as well as use it to extend student learning of both subject matter and appropriate use of technology.

Sample Strategies:

- Continue instructional program technology to enhance classroom instruction
- Continue instructional program technology to extend student learning beyond the regular school day

Sample Evidence:

- Determine effort regarding the school day
- Document efforts regarding outside the school day

- g) Develop with input and collaboration from certified staff, an effective evaluation program which supports the development of confident student learners and encourages the continued growth of all staff.

Sample Strategies:

- Implement a district-wide committee to review evaluation guidelines, develop a plan to address guidelines & recommend to the Superintendent for adoption

Sample Evidence:

- Review plan and present to Mansfield Board of Education

- h) Refine our current professional development program to maximize the growth of certified and non-certified staff while addressing state and federal requirements for required training while maximizing student instructional time.

Sample Strategies:

- Review the current use of professional development time to maximize staff professional development while maximizing student instructional time

Sample Evidence:

- Review strategies implemented regarding professional development

- i) Review recommendations from all sources and implement best practices as appropriate.

Sample Strategies:

- Implement program evaluations as outlined
- Conduct Professional Learning Communities at schools
- Implement District Common Core State Standards Plan – year 1

Sample Evidence:

- Review changes made as the result of program evaluations
- Conduct Professional Learning Communities at schools
- Review changes made as the result of District Common Core State Standards Plan – year 1

III) Continue to improve the effectiveness of the Board of Education.

a) Invest time and effort in Board members' learning and development.

Sample Strategies:

- Provide opportunities for Board members to increase their learning and development
- Solicit specific areas of interest for Board members and develop a plan to address needs

Sample Evidence:

- List opportunities provided regarding Board members' learning and development

b) Celebrate and acknowledge student achievements at Board meetings and other venues.

Sample Strategies:

- Share student accomplishments as part of Board meetings and other venues.

Sample Evidence:

- Record student achievements, recognition, and celebrations throughout the school year at all venues.

c) Foster and encourage communication between the Board and the communities it serves.

Sample Strategies:

- Create opportunities for the Board as a whole to communicate with the communities it serves
- Create opportunities for members of the Board to communicate with the communities it serves

Sample Evidence:

- List opportunities provided for conversation between the Board and the communities it serves

d) Collaborate with community members and organizations that support the District's students.

Sample Strategies:

- Solicit support as appropriate for community members and organizations to support school and/or district programs
- Support community members and organizations that offer programs and/or services which support the district's students.

Sample Evidence:

- List community members and organizations that support school and/or district programs
- List community members and organizations that offer programs and/or services which support the district's students.

e) Review recommendations from all sources and implement best practices as appropriate.

Sample Strategies:

- Attend CABA and/or NASBE offerings regarding best practices

Sample Evidence:

- Review recommendations to be implemented

f) Address the need to align our current Language Arts/ Reading and Mathematics curriculum with the Common Core State Standards (CCSS).

Sample Strategies:

- Present update regarding CCSS district implementation plan – year 1
- Address Mansfield Board of Education questions regarding Common Core State Standards

Sample Evidence:

- Review information presented at board meetings and provided through other means

IV) Monitor and regularly assess the District's status and requirements with respect to the quality of facilities, sufficiency of space, level of security, adequacy of maintenance, and reliability of student transportation.

a) Stay involved in all aspects of any School Building Project decisions.

Sample Strategies:

- Prioritize space, security, and maintenance needs
- Focus maintenance efforts by building and/or priority
- Review district enrollment projections and current elementary school boundaries

- Act on recommendations of School Building Committee
- Sample Evidence:
- Compare rated capacity vs. current use
 - Provide Tools for Schools data
 - Provide work order data including response time
 - Provide data on issues related to school security

b) Keep the public informed and involved.

Sample Strategies:

- Maintain redesigned school and district websites
- Provide school and district updates as appropriate in hard copy and email form
- Send flyers, notification, and electronic messages as appropriate

Sample Evidence:

- Review volume and type of communications sent throughout the school year

c) Pursue practices and develop policies that reduce energy consumption, minimize the districts environmental impact, and district costs.

Sample Strategies:

- Limit use of buildings after regular school hours without impacting school/town programs
- Provide energy consumption and cost information to staff, students, and parents on a frequent basis
- Promote and encourage staff and/or student initiatives regarding energy conservation
- Monitor fuel conversion project at Mansfield Middle School (MMS)
- Employ organic turf maintenance methods
- Consider environmental effects and consequences of site and location when planning renovations and/or construction projects

Sample Evidence:

- Provide school/district energy conservation measures implemented
- Provide energy report profiles by school building
- Provide data on district's participation in buying locally produced food through Department of Agriculture (DOAG) Farm-to-Schools

d) Incorporate curricula that investigate energy use and environmental issues.

Sample Strategies:

- Maintain compost program at each school
- Install solar energy panels at all schools
- Continue K-8 curricula which emphasizes energy use and environmental issues

Sample Evidence:

- Provide information regarding energy use and environmental issues discussed throughout the school year

e) Implement a long term plan endorsed by Mansfield Town Council and supported by voters to address pk-8 building needs.

Sample Strategies:

- Develop a plan to address the long term plan endorsed by the Mansfield Town Council and supported by voters

Sample Evidence:

- Review plan developed as a result of the plan endorsed by Mansfield Town Council and supported by voters.

V) Employ Fiscal Planning for Long Term Sustainability

a) Transition from a budget which used a series of federal/state funds to support district staff to a predictable and sustainable funding source.

Sample Strategies:

- Review current budget costs and examine cost vs. benefit
- Create a sustainable budget based on our current revenues and know costs while maintaining current breadth of program

Sample Evidence:

- Review budget proposed and adopted for the 2013-2014 school year.

- b) Advocate for continued Education Cost Sharing which supports current programming and develop a plan to address any change to current funding level.

Sample Strategies:

- Monitor state legislators discussion regarding Education Cost Sharing
- Provide information and testimony to state legislature as necessary to maintain level of support

Sample Evidence:

- Review legislation proposed/passed regarding Education Cost Sharing

- c) Continue to explore potential partnerships with other groups to maximize program effectiveness while containing costs.

Sample Strategies:

- Review current partnerships and solicit additional partnerships as appropriate to increase program effectiveness

Sample Evidence:

- Review partnerships maintained and/or created

MEMORANDUM

MANSFIELD PUBLIC SCHOOLS

FREDERICK A. BARUZZI, SUPERINTENDENT
Four South Eagleville Road
Storrs, Connecticut 06268-2599
(860) 429-3350 Telephone
(860) 429-3379 Facsimile



DATE: October 4, 2012
TO: Mansfield Board of Education
FROM: Frederick Baruzzi *MB*
SUBJECT: *Educational Improvement*

As outlined in the current contract between the Mansfield Board of Education and the Mansfield Education Association (page 25: Article 20, Section E) the following employee has completed requirements for professional improvement and will receive an increase in salary, retroactive to the start of the contract year.

The courses taken by these teachers as well as their individual plan of study was reviewed and approved in advance.

LAST NAME	FIRST NAME	CURRENT LEVEL	NEW LEVEL	COST INCREASE
Baker	Megan	MA+15, Step 13 \$73,542	Sixth Year, Step 13 \$75,456	\$1,914
Davis	Martha	MA, Step 14 \$82,207	MA + 15, Step 14 \$84,266	\$2,059
Gilmore	Kimberly	BA, Step 8 (0.6 FTE) \$34,832	MA, Step 8 (0.6 FTE) \$36,866	\$2,034
Ramsdell	Adam	BA, Step 7 \$56,513	MA, Step 7 \$59,782	\$3,269
Robinson	Linda	MA+15, Step 14 \$84,266	PhD (Sixth Year), Step 14 \$86,321	\$2,055
Schwartz	Beth	MA+15, Step 14 \$84,266	Sixth Year, Step 14 \$86,321	\$2,055
Sroka	Sara	BA, Step 6 \$54,989	MA, Step 6 \$57,997	\$3,008

DRAFT

**Mansfield Board of Education Meeting
September 13, 2012
Minutes**

Attendees: Mark LaPlaca, Chair, Shamim Patwa, Vice-Chair, Martha Kelly, Secretary,, Jay Rueckl , Randy Walikonis, Superintendent Fred Baruzzi, Board Clerk, Celeste Griffin
Absent: April Holinko, Holly Matthews, Katherine Paulhus, Carrie Silver-Bernstein

The meeting was called to order at 7:33pm by Mr. LaPlaca.

INTRODUCTION OF NEW CERTIFIED STAFF: The building principals introduced the new staff for the 2011-2012 school year.

Carrie Silver-Bernstein arrived at 7:40pm.

HEARING FOR VISITORS: Pat Suprenant, 441 Gurleyville Road, asked that Board packets and agendas be posted on the MBOE website.

COMMUNICATIONS: None

ADDITIONS TO THE PRESENT AGENDA: MOTION by Mrs. Kelly, seconded by Ms. Patwa, to add to the Superintendent's Report an explanation of why checks state Town of Mansfield/Mansfield Board of Education. VOTE: Unanimous in favor.

COMMITTEE REPORTS:

Personnel Committee: Ms. Patwa reported that the Personnel Committee continues negotiations with UPSEU.

Policy Committee: MOTION by Ms. Patwa, seconded by Mr. Rueckl, to approve the Mansfield Board of Education Policy updates as proposed. VOTE: All in favor with the exception of Mrs. Kelly in opposition.

MBOE 2012-2013 GOALS AND OBJECTIVES: MOTION by Mr. Rueckl, seconded by Ms. Patwa to adopt the MBOE 2012-2013 Goals and Objectives. VOTE: Unanimous in favor.

REPORT OF THE SUPERINTENDENT:

- Town of Mansfield/Mansfield Board of Education Checks: Cherie Trahan, Director of Finance, explained that although there is one checking account, payment is charged to the appropriate Town/MBOE budget account.
- Mrs. Holinko arrived at 8:14pm
- 2011-2012 4th Quarter Financial Report: reported the Town ended fiscal year with revenues exceeding expenditures by \$271,243, increasing fund balance from \$2,070,077 to \$2,341,320. MOTION by Ms. Patwa, seconded by Mr. Walikonis, to accept the 2011-2012 4th Quarter Financial Report. VOTE: Unanimous in favor.
 - Budget Transfers 2011-2012: MOTION by Mr. Walikonis, seconded by Mrs. Holinko to approve the Budget Transfers. VOTE: Unanimous in favor.
 - Shared Services Agreement: Mrs. Trahan discussed the implications of the shared services agreement between Region 19, Mansfield Town Council, and the Mansfield Board of Education. MOTION by Mr. Rueckl, seconded by Mr. Walikonis to authorize the Superintendent of sign the agreement. VOTE: Unanimous in favor.
 - Sequestration: Mr. Baruzzi and Mrs. Trahan discussed the impact the Budget Control Act would have on the district. MOTION by Ms. Patwa, seconded by Ms. Silver-Bernstein to send a letter regarding the Budget Control Act with an invoice to Connecticut Senators and our Congressman.
 - Field Trip Request: Candace Morell, Mansfield Middle School Assistant Principal, discussed the Fiddlehike Field Trip and request Board approval. MOTION by Ms. Patwa, seconded by Mr. Walikonis, to approve the request. VOTE: Unanimous in favor.
 - Summer Programs: Mr. Baruzzi discussed the district's three summer programs; Books on Bus, Summer School, and Summer Online Programs.
 - Board Goals and Objectives: Mr. Baruzzi discussed the sample strategies and evidence the Administrators will use to follow the 2012-2013 Goals and Objectives.
 - Board Fall Retreat with Administrators: The Board and Administrators will discuss 2012-2013 Goals and Objectives and plan for the school year.
 - Common Core State Standards: Mr. Baruzzi discussed district steps to implementing the Mansfield Public Schools' Common Core State Standards District Plan for 2012-2013.
 - Teacher/Administration Evaluation: Mr. Baruzzi discussed the district's plan to implement the CSDE Teacher/Administration Evaluation Plan.

- Individuals with Disabilities Education Improvement Act (IDEA): Dr. Rachel Leclerc, Director of Special Education and Student Support Services, reported that the district met the requirements of IDEA Determination based on the 2010-2011 school year.
- School District Profiles: Mr. Baruzzi reported that the CSDE will assess school performance and progress in the 2012-2013 school year using different indicators. The State was awarded a waiver from No Child Left Behind.
- Climate Survey: Mr. Baruzzi reported the district will conduct an online survey of all parents/guardians, students, and staff during the time period of October 12, 2012 and October 21, 2012 regarding school climate.
- Enhancing Student Achievement: Four projects were reviewed and will be implemented at the schools in support of this activity.
- Class Size/Enrollment: The principals reported no significant change in enrollment.

NEW BUSINESS: None

CONSENT AGENDA: MOTION by Mrs. Kelly, seconded Mr. Rueckl, that the following items for the Board of Education meeting of September 13, 2012 be approved or received for the record: VOTE: Unanimous in favor.

That the Mansfield Public Schools Board of Education approves the minutes of the June 14, 2012 Board meeting.
 That the Mansfield Public Schools Board of Education approves the employment of Robin Blomstrann, Grade 7 Mansfield Middle School; Jennifer ElShakhs, Grade 7, Mansfield Middle School; Jullianne Joyce, Grade 2 Vinton School; Mary Mindek, Grade 8, Mansfield Middle School, Carole Norrish, Family & Consumer Science, Mansfield Middle School; Melissa Ottman, Special Education, Mansfield Middle School; Annie Perkins, Grade 7, Mansfield Middle School; Laura Smith, Grade 3 Vinton School

HEARING FOR VISITORS: None

SUGGESTIONS FOR FUTURE AGENDA: None

MOTION by Mrs. Holinko, seconded by Carrie Silver Bernstein to adjourn at 10:05pm. Vote was unanimous in favor.

Respectfully submitted,

Celeste Griffin, Board Clerk